日本語

# Japanese

Language Guide

July 2015
Japanese 1.2
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# Japanese
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# MAJOR LANGUAGE LEARNING ACTIVITIES

## GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

### SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

### PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

### GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

## MISSIONARY-DIRECTED ACTIVITIES

### TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

### LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

## TEACHER-DIRECTED ACTIVITIES

### GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

### COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

## BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

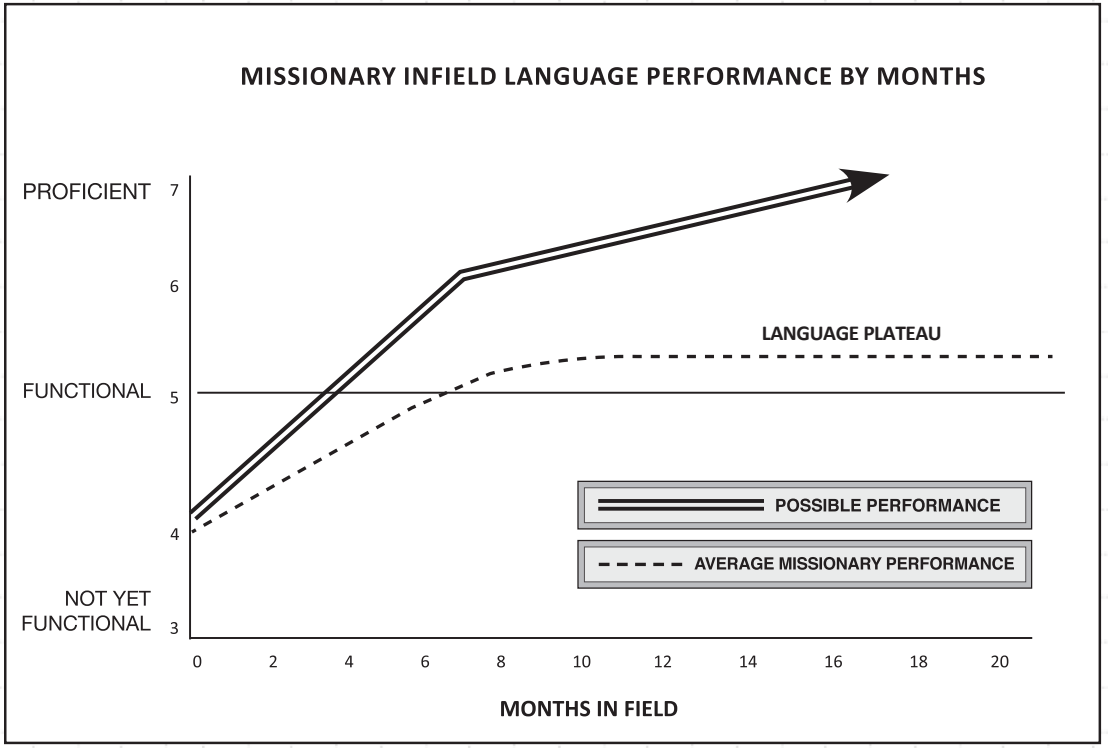
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

**CHALLENGE YOURSELF**

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

**ALL YOU NEED TO LEARN** your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



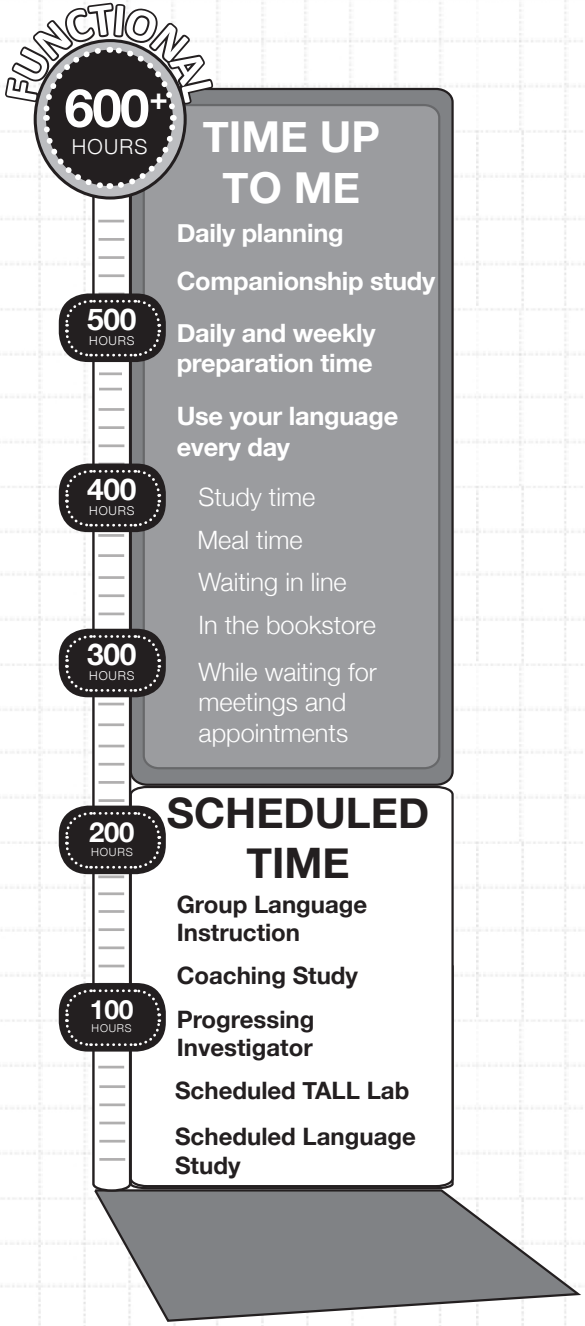

This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

### What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

# HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.




Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

**DID YOU KNOW?**

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

## WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

# VISION, GOALS, PLANS, AND ACCOUNTABILITY

## ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

## SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

## CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

## ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

## LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

**YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.**

| ESSENTIAL COMPONENTS | BASIC CORE | EXTENDED CORE |
|---|---|---|
| Vocabulary | 500 words | 1000 words |
| Phrases | 150 phrases | 250 phrases |
| Grammar | All language guide topics | 2nd text topics |
| Scriptures | 15 scriptures | 30 scriptures |

## LANGUAGE MATERIALS

*Preach My Gospel* says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

## MATERIALS AND TOOLS

**These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).**

**REMEMBER:**
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

## WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

**STUDY PLAN**

**GOALS**

**PLANS**

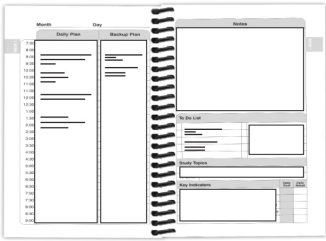
**EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:**

### A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

### A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

## EXAMPLE PLAN # 1

# My Language Study Plan

**This week's goals:** [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

**Study Plans:** [HOW]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

**Investigator:** [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?

[WHEN]

Month January Day 15 Tuesday

| | Daily Plan | Backup Plan |
|---|---|---|
| 7:00 | Breakfast/add. study | SYL |
| 8:00 | Progressing Inv. | Listen for words & look them up |
| 9:00 | Fundamental - Bible of Holy Ghost | |
| 9:30 | | |
| 10:00 | | |
| 10:30 | Coaching Missionary St. | Error correction & suggestions |
| 11:00 | Personal Study | |
| 11:30 | | |
| 12:00 | Lunch SYL | |
| 12:30 | | |
| 1:00 | Language Study | |
| 1:30 | | |
| 2:00 | Class ~ Comp. Study | Practice for TRC (grammar correction) |
| 2:30 | | |
| 3:00 | TRC - Restoration | |
| 3:30 | | Use what I studied |
| 4:00 | Coach. Missionary Study | |
| 4:30 | | |
| 5:00 | Dinner [memorize while in line] | |
| 5:30 | | |
| 6:00 | Gym | |
| 6:30 | | |
| 7:00 | | |
| 7:30 | TALL - MTC core grammar | |
| 8:00 | | |
| 8:30 | Additional Study | Comp. Language Quiz |
| 9:00 | Daily Planning | Eval. goals, plan language for tomorrow |

WEEK 3

**Notes**

New Words
Molitva
Bog
Vjera

WEEK 3

**To Do List**

- Correct 20+ Errors
- Memorize: 1 Scripture, 15 words, & 6 phrases

**Study Topics**

| | |
|---|---|
| Personal | |
| Companion | |

| Key Indicators | | Daily Goal | Daily Actual |
|---|---|---|---|
| Lessons taught to investigators with a member present | | | |
| Other lessons taught | | | |
| Referrals | Received | | |
| | Contacted | | |
| New investigators | | | |

## EXAMPLE PLAN # 2

| | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|---|
| This week's language goals: No grammar mistakes (command form), memorize 20 words/day. | | | | | | | |
| Weekly Plans | Make Weekly language study plan | Teach John "The Restoration"<br><br>My Plan:<br>1. Teach him how to pray.<br>2. Invite him to read the Book of Mormon and pray about it. | TRC teaching a volunteer<br><br>My Plan:<br>1. Get to know volunteer.<br>2. Share a simple overview of The Restoration | Follow-up visit with Krista<br><br>My Plan:<br>1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.)<br>2. Find out what was meaningful to her as she read. | Follow-up visit with John<br><br>My Plan:<br>1. Follow-up on his commitment to pray about Joseph Smith.<br>2. Bear my testimony of Joseph Smith and President Monson.<br>3. Invite him to be baptized again. | Teach Krista "The Plan of Salvation"<br><br>My Plan:<br>1. Follow-up on her commitment to be baptized.<br>2. Use "How to Begin Teaching" to apply the lesson to her baptism.<br>3. Teach the lesson. | Teach John "The Plan of Salvation"<br><br>My Plan:<br>1. Ask him a few simple questions about his beliefs<br>2. Teach "The Atonement" and share Alma 7: 11-13.<br>3. Invite him to come to church. |

**Monday:**

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

**Long-term Goals:**
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

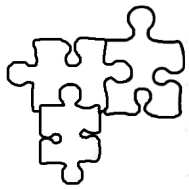
What else would you want to include in your language study plan?

## **ACTIVITY:** LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

## STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

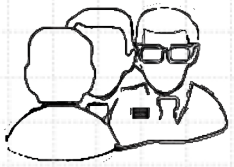


## STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

## STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



## STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

## STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

## FREQUENCY OF SPACED REVIEWS:

## PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

**ACTIVITY:** MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

**ACTIVITY:** APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

**ACTIVITY:** APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

**ACTIVITY:** ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

# INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

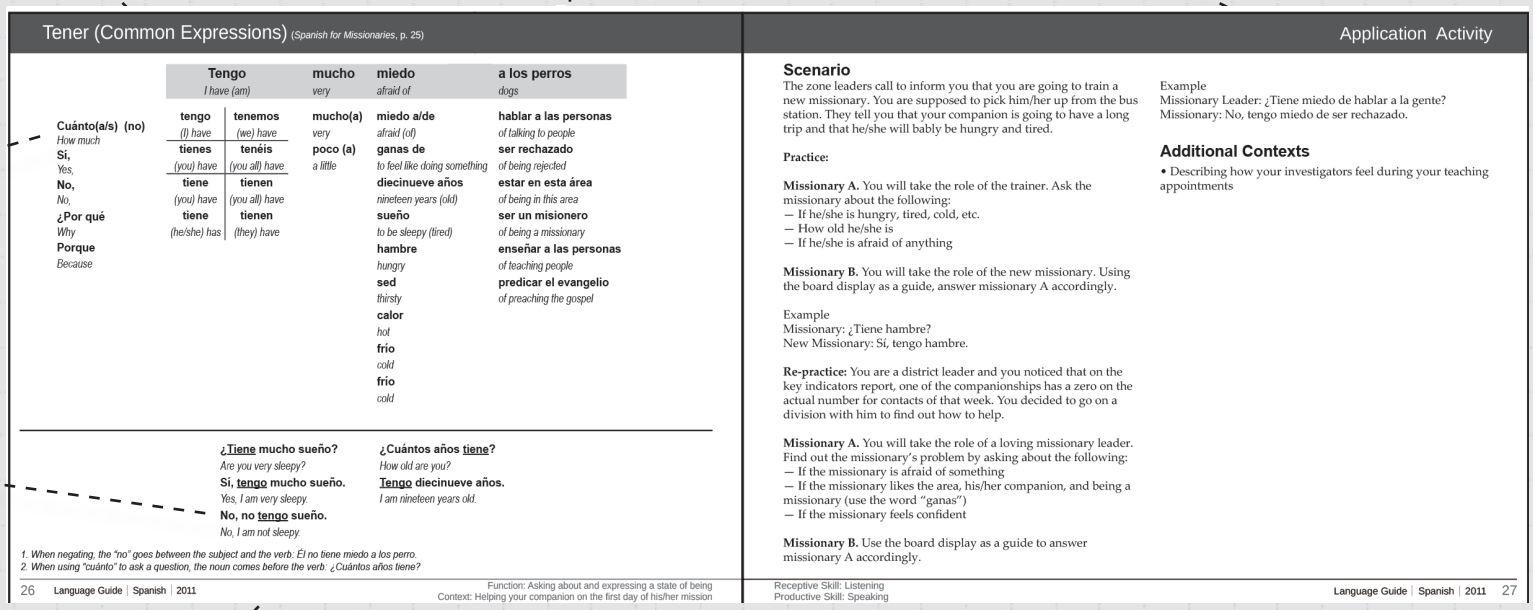
## GRAMMAR PRINCIPLE

## HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

## APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

| Tengo *I have (am)* | | mucho *very* | miedo *afraid of* | a los perros *dogs* |
|---|---|---|---|---|
| **tengo** *(I) have* | **tenemos** *(we) have* | **mucho(a)** *very* | **miedo a/de** *afraid (of)* | **hablar a las personas** *of talking to people* |
| **tienes** *(you) have* | **tenéis** *(you all) have* | **poco (a)** *a little* | **ganas de** *to feel like doing something* | **ser rechazado** *of being rejected* |
| **tiene** *(you) have* | **tienen** *(you all) have* | | **diecinueve años** *nineteen years (old)* | **estar en esta área** *of being in this area* |
| **tiene** *(he/she) has* | **tienen** *(they) have* | | **sueño** *to be sleepy (tired)* | **ser un misionero** *of being a missionary* |
| | | | **hambre** *hungry* | **enseñar a las personas** *of teaching people* |
| | | | **sed** *thirsty* | **predicar el evangelio** *of preaching the gospel* |
| | | | **calor** *hot* | |
| | | | **frío** *cold* | |
| | | | **frío** *cold* | |

**Cuánto(a/s) (no)** *How much*
**Sí,** *Yes,*
**No,** *No,*
**¿Por qué** *Why*
**Porque** *Because*

**¿Tiene mucho sueño?** *Are you very sleepy?*
**Sí, tengo mucho sueño.** *Yes, I am very sleepy.*
**No, no tengo sueño.** *No, I am not sleepy.*

**¿Cuántos años tiene?** *How old are you?*
**Tengo diecinueve años.** *I am nineteen years old.*

*1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.*
*2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?*

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

**Scenario**
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

**Practice:**

**Missionary A.** You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

**Missionary B.** You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

**Re-practice:** You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

**Missionary A.** You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

**Missionary B.** Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

**Additional Contexts**
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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## QUESTION WORDS

This section has words or phrases used to form questions with the board display.

## EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

## NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

## FUNCTION & CONTEXT

The function best describes how the grammar principle is actually used in communication.

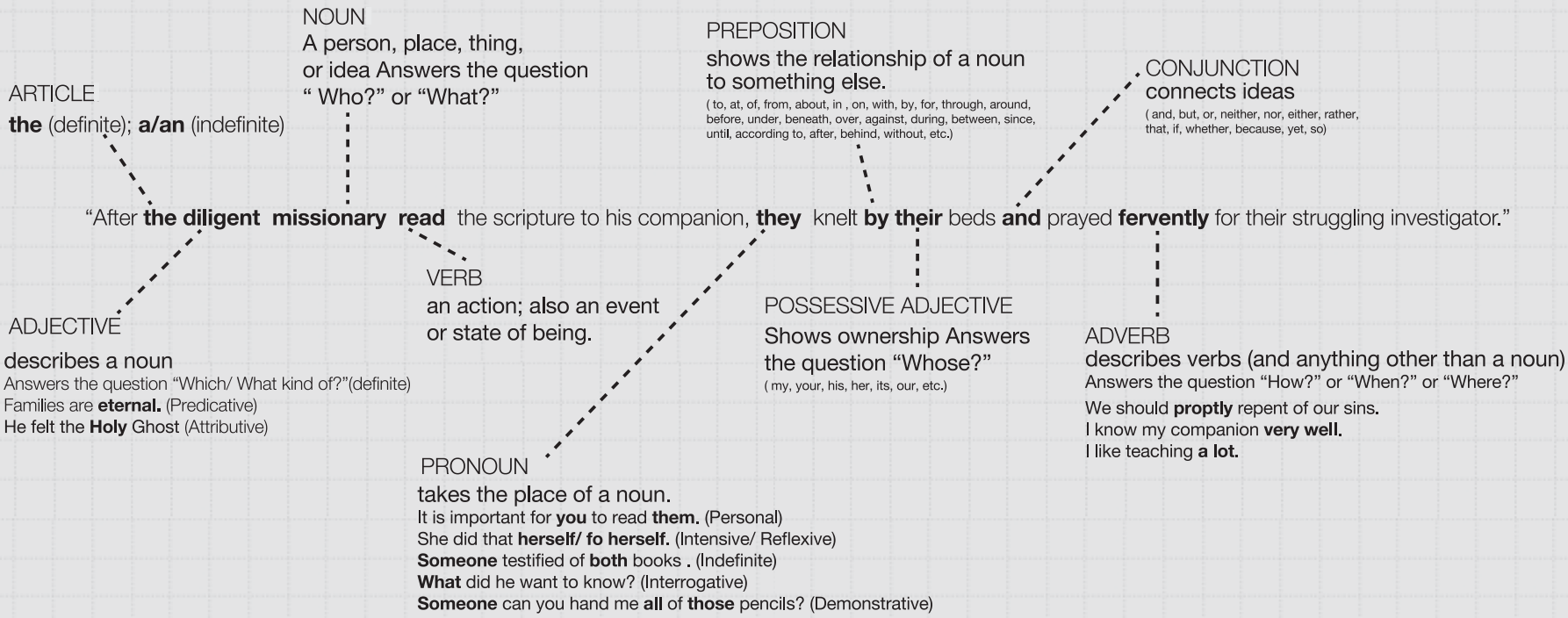
The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

## RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.

# ENGLISH GRAMMAR TERMS


ARTICLE
**the** (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
( to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
( and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
( my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
**Someone** testified of **both** books . (Indefinite)
**What** did he want to know? (Interrogative)
**Someone** can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb ( word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
**to whom** or for whom an action is intended ( word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

**Active** voice: God called Joseph
**Passive** voice: Joseph was called (by God)
**Active** voice: We make mistakes.
**Passive** voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

**I am a missionary.** (Nominal)
Jesus **is kind.** (Adjective)

# FREQUENTLY ASKED QUESTIONS

## WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

*Asking about and expressing a state of being*
*Asking about and expressing possession or ownership*
*Asking about and describing objects, people, and their characteristics*
*Asking about and expressing desire, need, preference, ability, intention, or purpose*
*Asking about and describing actions and events*
*Asking and answering questions of contrasting attitudes, emotions, and feelings*
*Asking and answering questions of time, date, and location*
*Asking and answering questions of quality, quantity, number, and sequence*
*Asking and answering questions of cause and effect*
*Narrating experiences and telling stories*

## WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

## WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

## WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

## IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

# Missionary Task Study Guide

## Review

**Vocabulary:**

Review the following vocabulary from today's in-class instruction:

| Nouns | |
|---|---|
| chōrō | *Elder* |
| kare/ kanojo | *he / she* |
| (O-)namae | *(polite Prefix) name* |
| senkyōshi | *missionary* |
| shimai | *sister* |
| watashi | *I* |
| watashitachi | *we* |
| Dōryō | *companion* |

| Preposition | |
|---|---|
| kara | *from* |

| Adjectives | |
|---|---|
| (o-)genki | *good, happy* |

| Verbs | |
|---|---|
| desu | *to be (is, are, am)* |
| iku | *to go* |
| kuru | *to come* |
| yobareru | *to be called* |

| Question Words | |
|---|---|
| dare | *who* |
| doko | *where* |
| ka | *(question paticle)* |
| nani | *what* |

| Other | |
|---|---|
| O- | *polite prefix* |

| Places | |
|---|---|
| Aidaho | *Idaho* |
| Amerika | *America / U.S.A* |
| Arizona | *Arizona* |
| Burajiru | *Brazil* |
| Fororida | *Florida* |
| Igirisu | *England* |
| Kanada | *Canada* |
| Kankoku | *Korea* |
| Kariforunia | *California* |
| Kororado | *Colorado* |
| Nebada | *Nevada* |
| Ōsutoraria | *Australia* |
| Tekisasu | *Texas* |
| Washinton | *Washington* |
| Yuta | *Utah* |
| Finrando | *Finland* |
| Nyū Jīrando | *New Zealand* |

**Bonus:**

Phrases: Using your ***VP book*** and the ***TALL Software***, memorize the following phrases in your ***VP book***:

- Meet Someone (pp. 108-109)
- Get to Know Someone (pp. 91-93)

**Practice:**

Introduce yourself in Japanese today to three missionaries who are in your branch but not in your district.

## A. General Greetings

| | | |
|---|---|---|
| O-hayō gozaimasu.<br>*Good morning.* | Konnichiwa<br>*Good afternoon.* | Konbanwa.<br>*Good night.* |
| Hajimemashite<br>*It's nice to meet you* | | |
| O-genki desu ka?<br>*How are you?*<br>Genki desu. _____ chōrō/shimai wa?<br>*I'm fine.* *How are you?* | | |
| Yoroshiku o-negai shimasu<br>*I look forward to our friendship* | | |

## B. Basic Statements and Questions Pattern

| Noun | Wa | Noun | Desu | ? |
|---|---|---|---|---|
| Watashi<br>*I*<br><br>Watashi no dōryō<br>*My companion*<br><br>Kochira<br>*(gesturing to someone) This person*<br><br>O-namae<br>*Name* | wa<br>*(top.)* | _____ chōrō<br>*Elder _____.*<br>_____shimai<br>*Sister _____*<br>_____kyōdai<br>*Brother _____*<br>_____san<br>*Mr. / Mrs. _____*<br>senkyōshi<br>*missionary*<br>dare<br>*who*<br>nan<br>*what* | desu<br>*is* | ka<br>*?* |
| Shusshin<br>*Home Town* | | doko<br>*where*<br>place<br>*(your home town)* | | |
| Shumi<br>*Hobbies* | | nan<br>*what*<br>supōtsu<br>*sports* | | |
| Kazoku<br>*Family* | | nan nin<br>*how many people*<br>(#) nin<br>*a number of people* | | |

## C. Where you are from and where you are going

| Noun (Person) | Wa | Noun (Place) | Verb Phrase | ? |
|---|---|---|---|---|
| Watashi<br>*I*<br><br>_____ chōrō / shimai<br>*Elder / Sister _____*<br><br>Kochira<br>*(gesturing to someone) This person*<br><br>Dōryō<br>*(my / your) companion* | wa<br>*(top.)* | Burajiru<br>*Brazil*<br>Amerika<br>*U.S.A.*<br>Yuta<br>*Utah*<br><br>_____dendōbu<br>*the _____ mission*<br><br>dono dendōbu<br>*which mission*<br><br>Doko<br>*Where* | kara kimashita<br>*come from*<br><br>ni ikimasu.<br>*going to.* | ka<br>*?* |

# Missionary Task Study Guide

## Preparation (30min)

**Required:**

Memorize the following vocabulary to prepare for in-class instruction:

**Verbs**

| | |
|---|---|
| ai suru | *to love* |
| akashi suru | *to testify* |
| da | *to be (is, am, are)* |
| kotaeru | *to answer* |
| michibiku | *to guide* |
| omou | *to think* |
| oshieru | *to teach* |
| shinjiru | *to belive* |
| shiru | *to know* |
| tasukeru | *to help* |
| tsutaeru | *to declare* |
| yurusu | *to forgive* |

**Nouns**

| | |
|---|---|
| fukuin | *The Gospel* |
| Iesu Kirisuto | *Jesus Christ* |
| inori | *prayer* |
| Josefu Sumisu | *Joseph Smith* |
| Kamisama | *God* |
| kyōkai | *church* |
| mina san | *everyone* |
| Morumon Sho | *Book of Mormon* |
| seisho | *the Bible* |
| shinri | *truth* |
| Shitotachi | *Apostles* |
| Sukuinushi | *the Savior* |
| Ten no Otōsama | *Heavenly Father* |
| tsumi | *sin* |
| watashitachi | *us/we* |
| yogensha | *prophet* |

**Prepositions**

| | |
|---|---|
| ni yotte | *through* |

**Adjectives**

| | |
|---|---|
| kanzen | *perfect* |
| kono | *this* |
| shinjitsu | *true* |

## Review

**Immediate Review:**

Write 5 original testimony sentences that you can use at the begining of your appointment with your progressing investigator.

**Extended Review:**

Grammar: Using the ***TALL Software***, study the following grammar principles:

- **Japanese Sentence Structure**
- **Topic & Subject Markers- wa & ga**
- **is, am, are- desu**
- **Polite Verb form**

**Resources: TALL VP Books, TALL Software, Dictionary, Grammar Books**

***A. Sentence Pattern I***

| Noun | Topic Marker | Noun/Adjective | Desu | ? |
|---|---|---|---|---|
| Watashitachi<br>*We*<br>Kamisama<br>*God*<br>Morumon Sho<br>*Book of Mormon*<br>Kazoku<br>*Family*<br>Kono oshie<br>*These teachings* | wa<br>*(top.)* | senkyōshi<br>*missionaries*<br>Ten no Otōsama<br>*Heavenly Father*<br>shinjitsu<br>*true*<br>taisetsu<br>*important* | desu<br>*is* | ka<br>*?* |

***B. Questions pattern***

| Noun | Particle | Question Phrase | ? |
|---|---|---|---|
| Iesu Kirisuto<br>*Jesus Christ*<br>Kamisama<br>*God*<br>Morumon Sho<br>*Book of Mormon*<br>Watashitachi no messēji<br>*Our message*<br>Nani<br>*what* | ni tsuite<br>*about*<br>o<br>*(obj.)* | kiita koto ga arimasu<br>*have you heard*<br>shinjite imasu<br>*do you believe*<br>nani o shitte imasu<br>*what do you know*<br>dō omoimasu<br>*what do you think*<br>motto shiritai to omoimasu<br>*do you want to know more* | ka<br>*?* |

***D. Sentence Pattern I and Possessive Phrase combined***

| Noun | Wa | Noun | No | Noun | Desu | ? |
|---|---|---|---|---|---|---|
| Kamisama<br>*God*<br>Iesu Kirisuto<br>*Jesus Christ*<br>Watashitachi<br>*We*<br>Fukuin<br>*Gospel*<br>Josefu Sumisu<br>*Joseph Smith*<br>Morumon Sho<br>*Book of Mormon* | wa<br>*(top.)* | watashitachi<br>*we/us*<br>minasan<br>*everyone*<br>Iesu Kirisuto<br>*Jesus Christ*<br>Kamisama<br>*God*<br>dare<br>*who*<br>nan<br>*what* | no<br>*'s/of* | Ten no Otōsama<br>*Heavenly Father*<br>Sukuinushi<br>*Savior*<br>senkyōshi<br>*missionaries*<br>kotoba<br>*word(s)*<br>daihyōsha<br>*representative(s)*<br>oshie<br>*teachings* | desu<br>*is/are* | ka<br>*?* |

***C. Possessive Phrase***

| Noun | Possessive | Noun |
|---|---|---|
| Kamisama<br>*God*<br>Iesu Kirisuto<br>*Jesus Christ*<br>Senkyōshi<br>*Missionaries*<br>_____Kyōdai<br>*Brother _____*<br>_____Shimai<br>*Sister _____* | no<br>*'s/of* | ai<br>*love*<br>daihyōsha<br>*representative(s)*<br>messēji<br>*message*<br>kazoku<br>*family* |

# Missionary Task Study Guide

## Preparation (30 min)

### Required:

Memorize the following vocabulary to prepare for in-class instruction:

| Verbs | |
|---|---|
| ai suru | *to love / beloved* |
| kansha suru | *to be thankful* |
| shukufuku | *to bless* |
| suru | *to do* |
| manabu | *to learn* |
| naru | *to become* |
| tasukeru | *to help* |
| kanjiru | *to feel* |
| michibiku | *to guide* |
| **Other** | |
| āmen (interjection) | *amen* |

| Nouns | |
|---|---|
| kenkō/ taichō | *health* |
| dōryō | *companion* |
| igen no tamamono | *Gift of Tongues* |
| kazoku | *family* |
| Mitama | *The Spirit* |
| Nihongo | *Japanese* |
| sensei | *teacher* |
| shinkō | *faith* |
| tabemono | *food* |
| tenki | *weather* |

### Bonus:

Phrases: Using your ***VP book*** (pp. 114 - 115) and the ***TALL Software***, memorize the following phrases in your ***VP book***:

- Section 1 (Address Heavenly Father), phrases 1-2
- Section 2 (Express Gratitude), phrase 1a
- Section 3 (Ask for Help and Blessings), phrases 1, 3b, and 4a
- Section 4 (Close the Prayer in the Name of Jesus Christ), phrase 1

Grammar: Use ***Japanese for Missionaries*** to study these grammar principles:

- **Particles - de, ni, e**
- **Existence Verbs - aru & iru**
- **So that - yōni**

Resources: Japanese missionary pg 114

## Review

### Immediate Review:

Pray in all Japanese at least twice today.

### Extended Review:

Grammar: Using the ***TALL Software***, study the following grammar principles:

- **Japanese Sentence Structure**
- **Particles - de, ni, e**
- **Existence Verbs - aru & iru**
- **So that - yoni**

A: Possessives: Addressing God or Defining a Possession

| Noun | No | Noun |
|---|---|---|
| Watashitachi<br>*Our*<br>Watashi<br>*My*<br>Ten no Otōsama<br>*Heavenly Father's*<br>Morumon Sho<br>*The Book of Mormon*<br>_____ Kyōdai<br>*Brother _____'s*<br>Igen<br>*Tongues*<br>Iesu Kirisuto<br>*Jesus Christ's* | no<br>*'s*<br>*(possessive)* | Ten no Otōsama<br>*Heavenly Father*<br>kazoku<br>*family*<br>yogensha<br>*prophet*<br>oshie<br>*teachings*<br>kenkō / taichō<br>*health*<br>dendō<br>*missionary work*<br>tamamono<br>*gift* |

C: Semi-complex sentence: Combining posessives & simple sentence. Praying

| Noun | Particle | Noun | Particle | Verb |
|---|---|---|---|---|
| Watashitachi<br>*Our*<br>Watashi<br>*My*<br>Ten no Otōsama<br>*Heavenly Father's*<br>Morumon Sho<br>*The Book of Mormon*<br>_____ Kyōdai<br>*Brother _____'s*<br>Igen<br>*Tongues* | no<br>*'s*<br>*(poss.)* | Ten no Otōsama<br>*Heavenly Father*<br>kazoku<br>*family*<br>yogensha<br>*prophet*<br>oshie<br>*teachings*<br>kenkō / taichō<br>*health*<br>dendō<br>*missionary work*<br>tamamono<br>*gift* | ni<br>*for*<br>o<br>*(obj.)* | kansha shimasu<br>*are thankful*<br>shukufuku shite kudasai<br>*please bless*<br>tasukete kudasai<br>*please help*<br>michibiite kudasai<br>*please guide* |
| Iesu Kirisuto<br>*Jesus Christ's* | no<br>*'s* | mina<br>*name (honorific)* | ni yotte<br>*through* | o-inori shimasu (āmen)<br>*we pray (amen)* |

D: Complex sentence: Combining posessives, simple sentence, and "so that" or "verb-ing" (grammar principles)

| Noun | Particle | Noun | Particle | Verb | | Verb |
|---|---|---|---|---|---|---|
| Watashitachi<br>*Our*<br>Watashi<br>*My*<br>Ten no Otōsama<br>*Heavenly Father's*<br>_____Shimai<br>*Sister_____'s*<br>_____ Kyōdai<br>*Brother _____'s*<br>Igen<br>*Tongues*<br>Kyūdōsha<br>*Investigator* | no<br>*'s*<br>*(poss.)* | kazoku<br>*family*<br>yogensha<br>*prophet*<br>dendō<br>*missionary work*<br>tamamono<br>*gift*<br>kyūdōsha<br>*investigator*<br>dōryō<br>*companion*<br>Nihongo<br>*Japanese*<br>Morumon Sho<br>*Book of Mormon* | o<br>*(obj.)*<br>ni<br>*to* | ukeru<br>*receive*<br>tasukeru<br>*help*<br>wakaru<br>*understand*<br>shitagau<br>*follow*<br>ai suru<br>*love*<br>yomu<br>*read* | koto ni<br>*for (VERB)ing* | kansha shimasu<br>*are thankful* |
| | | | | | yōni<br>*so that (VERB)* | shukufuku shite kudasai<br>*please bless*<br>tasukete kudasai<br>*please help*<br>michibiite kudasai<br>*please guide* |

B. Simple sentence: object/verb. Thanks and blessings

| Object | Particle | Verb |
|---|---|---|
| Kono hi<br>*This day*<br>Kazoku<br>*family*<br>Dōryō<br>*companion*<br>_____san<br>*Mr./Mrs. _____*<br>Yogensha<br>*prophet*<br>Kenkō / taichō<br>*health* | ni<br>*for*<br>o<br>*(obj.)* | kansha shimasu<br>*are thankful*<br>shukufuku shite kudasai<br>*please bless*<br>tasukete kudasai<br>*please help*<br>michibiite kudasai<br>*please guide*<br>mamotte kudasai<br>*please protect* |

# Missionary Task Study Guide

## Preparation (30 min)

**Required:**

Memorize the following vocabulary to prepare for in-class instruction:

| Verbs | |
|---|---|
| ai suru | *to love* |
| akashi suru | *to testify* |
| da | *to be (is, am, are)* |
| kotaeru | *to answer* |
| michibiku | *to guide* |
| omou | *to think* |
| oshieru | *to teach* |
| shinjiru | *to belive* |
| shiru | *to know* |
| tasukeru | *to help* |
| tsutaeru | *to declare* |
| yurusu | *to forgive* |

| Nouns | |
|---|---|
| fukuin | *the gospel* |
| Iesu Kirisuto | *Jesus Christ* |
| inori | *prayer* |
| Josefu Sumisu | *Joseph Smith* |
| Kamisama | *God* |
| kyōkai | *church* |
| mina san | *everyone* |
| Morumon Sho | *Book of Mormon* |
| seisho | *the Bible* |
| shinri | *truth* |
| Shitotachi | *Apostles* |
| Sukuinushi | *the Savior* |
| Ten no Otōsama | *Heavenly Father* |
| tsumi | *sin* |
| watashitachi | *us/we* |
| yogensha | *prophets* |

| Prepositions | |
|---|---|
| ni yotte | *through* |

| Adjectives | |
|---|---|
| kanzen | *perfect* |
| kono | *this* |
| shinjitsu | *true* |

## Review

**Immediate Review:**

Write 5 original testimony sentences that you will use in your testimony next time you teach your progressing investigator.

**Extended Review:**

Grammar: Using the ***TALL Software***, study the following grammar principles:

- **Is, am, are - de aru & da**
- **Adjectives**
- **Particle - to and to iu**

Resources: TALL VP Books, TALL Software, Dictionary, Grammar Books

### A. Sentence Pattern I

| Noun | Wa | Noun | No | Noun | Desu | Verb | ? |
|---|---|---|---|---|---|---|---|
| Kamisama<br>*God*<br>Iesu Kirisuto<br>*Jesus Christ*<br>_____Kyōdai<br>*Brother____*<br>_____Shimai<br>*Sister____* | wa<br>*(top.)* | watashitachi<br>*us*<br>Kamisama<br>*God*<br>_____Kyōdai<br>*Brother____*<br>_____Shimai<br>*Sister____* | no<br>*no* | Ten no Otōsama<br>*Heavenly Father*<br>kodomo<br>*child*<br>Sukuinushi<br>*Savior* | desu<br>*is/are*<br>**Da**<br>da<br>*is* | n/a<br>to shitte imasu<br>*know*<br>to shinjiteimasu<br>*believe* | ka<br>? |

### B. Sentence Pattern II

| Noun | Wa | Noun | O | Verb | ? |
|---|---|---|---|---|---|
| Kamisama<br>*God*<br>Iesu Kirisuto<br>*Jesus Christ*<br>Seirei<br>*The Holy Ghost* | wa<br>*(top.)* | watashitachi<br>*us*<br>____Kyōdai<br>*Brother____*<br>____Shimai<br>*Sister____*<br>inori<br>*prayer* | o<br>*(obj.)* | ai shite imasu<br>*loves*<br>tasukemasu<br>*help*<br>shitte imasu<br>*knows*<br>michibikimasu<br>*guide*<br>kotaemasu<br>*answer* | ka<br>? |

### C. Sentence Pattern III

| Noun | Wa | Noun | Ni Yotte | Phrase | ? |
|---|---|---|---|---|---|
| ____Kyōdai<br>*Brother____*<br>____Shimai<br>*Sister____*<br>Watashitachi<br>*We* | wa<br>*(top.)* | Seirei<br>*The Holy Ghost*<br>Iesu Kirisuto<br>*Jesus Christ*<br>Sukuinushi<br>*Savior*<br>Kamisama no oshie<br>*God's teachings* | ni yotte<br>*by* | inori no henji o ukeraremasu<br>*can receive a reply to prayer*<br>machigai kara kaihō saremasu<br>*be freed from mistakes*<br>michibiki o ukeraremasu<br>*can receive guidance*<br>jinsei o kaeru koto ga dekimasu<br>*can change your life*<br>shinri o manabu koto ga dekimasu<br>*can learn truth* | ka<br>? |

### D. Sentence Pattern IV

| Noun | Wa | Noun | Ga | Noun/Verb | Ka Dō Ka | Verb | Verb | ? |
|---|---|---|---|---|---|---|---|---|
| _____Kyōdai<br>*Brother____*<br>_____Shimai<br>*Sister____* | wa<br>*(top.)* | Kamisama<br>*God*<br>Seirei<br>*The Holy Ghost*<br>Iesu Kirisuto<br>*Jesus Christ*<br>kono oshie<br>*these teachings* | ga<br>*(subj.)* | iru<br>*to exist*<br>shinjitsu<br>*true*<br>tadashii<br>*correct*<br>taisetsu<br>*important*<br>Sukuinushi<br>*Savior* | ka dō ka<br>*whether or not* | kanjiru koto ga dekiru<br>*can feel*<br>shiru koto ga dekiru<br>*can know*<br>manaberu<br>*can learn* | to shitte imasu<br>*know*<br>to akashi shimasu<br>*testify*<br>to yakusoku shimasu<br>*promise*<br>to shinjite imasu<br>*believe* | ka<br>? |

# Missionary Task Study Guide

## Preparation (30 min)

### Required:

Memorize the following vocabulary to prepare for in-class instruction:

| Verbs | |
|---|---|
| inoru | *to pray* |
| yomu | *to read* |
| kuru | *to come* |
| ukeru | *to receive* |
| fukaku kangageru | *to ponder* |
| kuiaratameru | *to repent* |
| hōmon suru | *to visit* |
| au | *to meet* |
| oshieru | *to teach* |
| naru | *to become* |
| mayou | *to be lost* |
| kanjiru | *to feel* |
| renraku suru | *to contact* |
| rikai suru | *to comprehend* |

| Nouns | |
|---|---|
| Iesu Kirisuto | *Jesus Christ* |
| Morumon Sho | *The Book of Mormon* |
| Josefu Sumisu | *Joseph Smith* |
| baputesuma | *baptism* |
| kyōkai | *church* |
| tsumi | *sin* |
| kazoku | *family* |
| taisetsusa | *importance* |
| kono jinsei | *this life* |
| mokuteki | *purpose* |
| Kamisama | *God* |
| ai | *love* |
| michibiki | *guidance* |
| shiawase | *happiness* |
| yurushi | *forgiveness* |
| zaiakukan | *guilt* |
| kono messēji | *this message* |

| Prepositions | |
|---|---|
| ni yotte | *through* |
| kara | *from* |

| Adverbs | |
|---|---|
| mata | *again* |
| mō ikkai | *one more time* |
| issho ni | *together* |

*Refers to the base te conjugation of a verb - see TALL for more on bases
**Refers to the base III conjugation of a verb - dictionary form - see TALL for more on bases
***Refers to the base II conjugation of a verb - see TALL for more on bases

## Review

### Immediate Review:

Identify each of the invitations you will be extending to your pregressing investigator over the next three days. Write an invitation sentence and a promise blessings setnence for each invitation you plan to extend.

### Extended Review:

Grammar: Using the ***TALL Software***, study the following grammar principles:

- **Asking for permission - Bte mo yoroshii**
- **When - toki ni**
- **Verbs of giving and receiving**
- **Japanese sentence structure**

### A. Sentence Pattern I - Extending Invitations

| Object | Particle | Verb (Bte*) | Invitation | ? |
|---|---|---|---|---|
| Morumon Sho<br>*The Book of Mormon*<br>Iesu Kirisuto<br>*Jesus Christ*<br>Josefu Sumisu<br>*Joseph Smith*<br>Baputesuma<br>*Baptism*<br>Kyōkai<br>*Church*<br>Tsumi<br>*Sin* | o<br>*(obj.)*<br>ni tsuite<br>*about*<br>ni<br>*to* | yonde<br>*read*<br>kite<br>*come*<br>ukete<br>*receive*<br>fukaku kangaete<br>*ponder*<br>kuiaratamete<br>*repent* | itadakemasu<br>*will you*<br>kudasaimasu<br>*will you kindly* | ka<br>*(?)* |

### B. Sentence Pattern II - Asking for permission

| Specifier | Noun | Particle | Verb (Bte) | Permission | ? |
|---|---|---|---|---|---|
| Mata<br>*Again*<br>Mō ikkai<br>*One more time*<br>Issho ni<br>*Together* | n/a | | hōmon shite<br>*visit*<br>atte<br>*meet*<br>o-jama shite<br>*stop by (lit. be a nuisance)* | mo yoroshii desu<br>*may we / I* | ka<br>*(?)* |
| | kazoku no taisetsusa<br>*importance of families*<br>kono jinsei no mokuteki<br>*the purpose of this life* | ni tsuite<br>*about* | hanashite<br>*talk*<br>inotte<br>*pray*<br>oshiete<br>*teach* | | |

### C. Sentence Pattern III - Promising Blessings

| Object | Particle | Verb (BIII**) | When / Through | Object + Verb (BII***) | Polite Form |
|---|---|---|---|---|---|
| Iesu Kirisuto<br>*Jesus Christ*<br>Morumon Sho<br>*The Book of Mormon*<br>Josefu Sumisu<br>*Joseph Smith*<br>Baputesuma<br>*Baptism*<br>Kyōkai<br>*Church*<br>Tsumi<br>*Sin* | o<br>*(obj.)*<br>ni tsuite<br>*about*<br>ni<br>*to* | inoru<br>*pray*<br>yomu<br>*read*<br>kuru<br>*come*<br>ukeru<br>*receive*<br>fukaku kangaeru<br>*ponder*<br>kuiaratameru<br>*repent* | toki ni<br>*when*<br>koto ni yotte<br>*through (VERB)ing* | Kamisama no ai o kanji<br>*feel God's love*<br>michibiki o uke<br>*receive guidance*<br>Seirei ga akashi shi<br>*the Spirit testifies*<br>tsumi no yurushi o uke<br>*receive forgiveness of sins* | masu<br>*will* |
| | | | | mayoi<br>*be lost*<br>zaiakukan o kanji<br>*feel guilt* | masen<br>*will not* |

### D. Sentence Pattern IV - The why

| Want someone to verb (Bte+hoshii) | | | | Because | Object + Verb (Bte) | Please |
|---|---|---|---|---|---|---|
| *Person* | *Particle* | *Object +Verb (Bte)* | *Want* | | shitsumon shite<br>*ask questions* | kudasai<br>*please* |
| _____Kyodai<br>*Brother_____*<br>_____Shimai<br>*Sister_____* | ni<br>*(agent marker)* | Kamisama kara michibiki o ukete<br>*receive revelation from God*<br>kono messēji o rikai shite<br>*comprehend this message* | itadakitai<br>*want someone to* | kara<br>*because* | **Object + Verb (BII)**<br>renraku shi<br>*contact you*<br>mata hanashi<br>*talk again*<br>tasuke<br>*help* | **Want to verb**<br>tai to omoimasu<br>*we want to* |

# Missionary Task Study Guide

## Preparation (30 min)

**Required:**

Memorize the following vocabulary to prepare for in-class instruction:

| Chapters | |
|---|---|
| isshō | *one* |
| nishō | *two* |
| sanshō | *three* |
| yonshō | *four* |
| goshō | *five* |
| rokushō | *six* |
| nanshō | *seven* |
| hasshō | *eight* |
| kyūshō | *nine* |
| jū shō | *ten* |
| jū isshō | *eleven* |
| dai # | *#th (ordinal)* |

| *Verses* | |
|---|---|
| issetsu | *one* |
| nisetsu | *two* |
| " " | |
| hassetsu | *eight* |
| " " | |
| jūissetsu | *eleven* |

**Verses follow the same pattern as chapter except for the listed exceptions*

| Book of Mormon Names | |
|---|---|
| Nīfai Dai Ichi Sho | *1st Nephi* |
| Nīfai Dai Ni Sho | *2nd Nephi* |
| Yakobu Sho | *Jacob, James* |
| Enosu Sho | *Enos* |
| Jeromu Sho | *Jarom* |
| Omunai Sho | *Omni* |
| Mōsaya Sho | *Mosiah* |
| Aruma Sho | *Alma* |
| Hiraman Sho | *Helaman* |
| Nīfai Dai San Sho | *3rd Nephi* |
| Nīfai Dai Yon Sho | *4th Nephi* |
| Eteru Sho | *Ether* |
| Morumon Sho | *Mormon* |
| Moronai Sho | *Moroni* |

| Verbs | |
|---|---|
| yurusu | *to forgive* |
| kawaru | *to change* |
| manabu | *to learn* |
| shitagau | *to follow* |
| wakachiau | *to share* |
| umarekawaru | *to start a new life* |

**Bonus:**

Phrases: Use your ***VP book*** (p. 131 - 133) and the ***TALL Program*** to memorize the following phrases in your ***VP book***:

- Section 2 (Say Where the Scripture Is Found), phrase 2b
- Section 3 (Provide Background and Context for the Scripture), phrase 2
- Section 4 (Ask Someone to Read the Scripture), phrases 1-2
- Section 5 (Apply the Scripture), phrase 1-2

Grammar: Use ***Japanese for Missionaries*** to study these grammar principles:

- **Want - tai**

Resources: TALL VP Books, TALL Software, Dictionary, Grammar Books

## Review

**Immediate Review:**

Select a scripture you will share with your progressing investigator today. Practice sharing the scripture with two other missionaries in the district using the vocabulary, phrases, and grammar you learned in this task.

**Extended Review:**

Grammar: Using the ***TALL Software***, study the following grammar principles:

- **Want - tai**

***A. Sentence Pattern I***

| Subject | Particle | Noun | O | Verb |
|---|---|---|---|---|
| Morumon Sho<br>*The Book of Mormon* | kara<br>*from* | seiku<br>*scripture* | o<br>*(obj.)* | wakachiaitai to omoimasu<br>*I would like to share* |

***B. Sentence Pattern II***

| Subject | Kara | Object | About | Verb |
|---|---|---|---|---|
| Kono seiku<br>*This scripture* | kara<br>*from* | baputesuma<br>*baptism* | ni tsuite<br>*about* | manabemasu<br>*can learn* |

***C. Sentence Pattern III***

| Subject | Number | Chapter | No | Number | Verse | Desu |
|---|---|---|---|---|---|---|
| Dai san Nīfai sho<br>*Third Nephi* | ni jū nana<br>*twenty seven* | shō<br>*chapter* | no<br>*(possesive marker)* | ni jū<br>*twenty* | setsu<br>*verse* | desu<br>*is* |

| Kara | Number | Verse | Made | desu |
|---|---|---|---|---|
| kara<br>*from* | ni jū ni<br>*twenty two* | setsu<br>*verse* | made<br>*to* | desu<br>*is* |

***D. Sentence Pattern III - Explain Doctrine***

| Object | Wa | Verb (BIII**) | If | Object + Verb (BII***) | Polite Form |
|---|---|---|---|---|---|
| Watashitachi<br>*we*<br>_____Kyodai<br>*Brother____*<br>_____Shimai<br>*Sister____* | wa<br>*(top.)* | inoru<br>*pray*<br>kuiaratameru<br>*repent*<br>baputesuma o ukeru<br>*receive baptism*<br>Iesu Kirisuto ni shitagau<br>*follow Jesus Christ* | nara<br>*if* | jinsei ga kawari<br>*life will change*<br>kokoro ga kiyoku nari<br>*heart will become clean*<br>tsumi no yurushi o uke<br>*receive forgiveness of sins*<br>umarekawari<br>*become a new person* | masu<br>*will* |

***E. Sentence Pattern III - Ask Questions***

| Why | Subject | Wa | Object | Ni | Verb (BII***) | Polite Form | ? |
|---|---|---|---|---|---|---|---|
| Naze<br>*Why* | _____Kyōdai<br>*Brother____*<br>_____Shimai<br>*Sister____* | wa<br>*(top.)* | kono oshie<br>*these teachings*<br>Iesu Kirisuto<br>*Jesus Christ* | ni<br>*in* | shitagai<br>*follow* | masu<br>*will*<br>tai desu<br>*want to* | ka<br>*(?)* |
| n/a | | | n/a | | kuiaratame<br>*repent*<br>kawari<br>*change*<br>umarekawari<br>*become a new person* | | |

# Missionary Task Study Guide

## Preparation (30 min)

**Required:**

Memorize the following vocabulary to prepare for in-class instruction:

| Verbs | |
|---|---|
| aru | *to exist* |
| deru | *to leave* |
| inoru | *to pray* |
| kangaeru | *to think* |
| konran suru | *to be confused* |
| manabu | *to learn* |
| miru | *to see* |
| motomeru | *to search* |
| shiru | *to know* |
| tazuneru | *to ask* |
| ukeru | *to receive* |

| Nouns | |
|---|---|
| dendō | *mission* |
| gakusei | *student* |
| heian | *peace* |
| kanojo | *she/her* |
| kare | *he/him* |
| kotae | *answer* |
| michibiki | *guidance* |
| nen | *year* |
| seiku | *a scripture* |
| seiten | *the scriptures* |
| shinri | *truth* |
| shitsumon | *question* |
| utagai | *doubt(s)* |

| Prepositions | |
|---|---|
| mae | *before* |

| Adjectives | |
|---|---|
| wakai | *young* |
| kono | *this* |
| shinjitsu | *true* |
| fukai | *deep* |

## Review

**Immediate Review:**

Use the task boxes to share the Joseph Smith story with one of the missionaries in your district. Follow that up with one of your own personal experiences.

**Extended Review:**

Grammar: Using the ***TALL Software***, study the following grammar principles:

- **When - toki ni**
- **Koto ga Dekimasu**

Resources: TALL VP Books, TALL Software, Dictionary, Grammar Books

***A. Background***

| Setting | Subject | Wa | Object | | Verb |
|---|---|---|---|---|---|
| Wakai koro<br>*When ___ was young*<br>Gakusei no toki<br>*When ___ was in school*<br>Nan nen ka mae ni<br>*A few years ago*<br>Dendō ni deru mae<br>*Before leaving on a mission* | Josefu Sumisu<br>*Joseph Smith*<br>kare<br>*he*<br>kanojo<br>*she*<br>Watashi<br>*I* | wa<br>*(top.)* | shinri<br>*truth*<br>heian<br>*peace*<br>shitsumon<br>*question(s)*<br>utagai<br>*doubt(s)* | o<br>*(obj.)* | motomete imashita<br>*was looking for* |
| | | | | ga<br>*(sub.)* | arimashita<br>*had* |

***B. Action Taken***

| | Subject | Wa | Verb |
|---|---|---|---|
| Na node<br>*And so*<br>Demo<br>*But*<br>Sono toki<br>*At that time* | Josefu Sumisu<br>*Joseph Smith*<br>kare<br>*he*<br>kanojo<br>*she*<br>Watashi<br>*I* | wa<br>*(top.)* | inorimashita<br>*prayed*<br>seiten o yomimashita<br>*read the scriptures*<br>fukaku kangaemashita<br>*pondered*<br>konran shiteimashita<br>*was confused*<br>shitsumon o tazunemashita<br>*asked a question* |

***Sequencing Phrases****

| | |
|---|---|
| Sono toki kara<br>*From that time*<br>Sono ato<br>*After that*<br>Sono mae ni<br>*Before that*<br>Yatto<br>*Finally*<br>Sugu<br>*Right away* | Kekkyoku<br>*Eventually*<br>Tsugi<br>*Next*<br>Sono toki<br>*At that time*<br>Saikin<br>*Recently* |

***C. Result of Action***

| Noun | Wa | Dependant Clause | Verb |
|---|---|---|---|
| Josefu Sumisu<br>*Joseph Smith*<br>Kare<br>*He*<br>Kanojo<br>*She*<br>Watashi<br>*I* | wa<br>*(top.)* | inotta toki ni<br>*when ___ prayed*<br>kono seiku o yonda toki ni<br>*when ___ read this scripture*<br>fukaku kangaeta toki ni<br>*when ___ pondered*<br>shinri o motometeita toki ni<br>*when ___ searched for truth* | kotae o ukemashita<br>*received an answer*<br>Kamisama o mimashita<br>*saw God*<br>heian o kanjimashita<br>*felt peace*<br>michibiki o ukemashita<br>*received guidance* |

***D. Apply to the Investigator***

| Topic | Wa | Subject | Like | Verb | |
|---|---|---|---|---|---|
| Watashitachi<br>*We*<br>_____Kyōdai<br>*Brother____*<br>_____Shimai<br>*Sister____* | mo<br>*too* | Josefu Sumisu<br>*Joseph Smith*<br>Kare<br>*He*<br>Kanojo<br>*She*<br>Watashi<br>*I* | no yōni<br>*like ___* | manabu<br>*learn*<br>shiru<br>*know*<br>kanjiru<br>*feel*<br>tazuneru<br>*ask* | koto ga dekimasu<br>*can* |

**Note: Sequencing time words are used to start sentences, and they convey when something happened, relative to the context of the previous sentences. These will help you achieve a greater level of fluency by learning to speak in full paragraphs.*

# Pre-work: Japanese Word Order

**Before studying this grammar as a class, study it on your own using the following resources:**

- **Japanese for Missionaries: Japanese Word order p.4**
- **Japanese for Missionaries is, am, are- desu box p. 10**
- **TALL: Is, am, are - desu box**

**Practice changing the order of the sentence from the subject/verb/object order of English to the subject/object/verb order of Japanese. For example, take the English sentence "I read the Book of Mormon" to the Japanese order "I the Book of Mormon read."**

- Jesus Christ is the Savior.
- We are representatives of Jesus Christ.
- Joseph Smith was a prophet.
- The Book of Mormon is true.
- Missionaries teach the gospel.
- Joseph Smith translated the Book of Mormon
- God loves us.
- Jesus Christ performed the Atonement.
- Joseph Smith read the Bible.
- The priesthood is God's power and authority.
- The Apostles were killed.
- Mormon transcribed the record.
- We share a message about Jesus Christ.
- Prophets hold the priesthood.
- We study the gospel.
- I am a child of God.
- God has a plan
- He felt the Spirit.
- Moroni left a promise.
- They joined the church.
- Alma received revelation.
- I am a servant of God.
- We have the priesthood

- I am a child of God.
- We have the Book of Mormon.
- The ancient church had priesthood ordinances.
- The apostles had the priesthood.
- Alma received revelation.
- Nephi believed his father.
- Moroni buried the plates.
- Jesus Christ performed miracles
- This church is true.
- Christ healed the sick.
- Jesus Christ loves everyone.
- Christ called apostles.
- God calls prophets.
- God is our Heavenly Father.
- The Book of Mormon is the word of God.
- We have a prophet.
- The Book of Mormon contains the gospel.
- The gospel strengthens families.
- God loves families.
- Jesus Christ helps families.
- God knows you.
- Joseph Smith had a vision.
- The gospel is perfect.

# Is, am, are - desu Box

| **Iesu Kirisuto** | **wa** | **Sukuinushi** | **desu** |
|---|---|---|---|
| *Jesus Christ* | *(top.)* | *Savior* | *is* |

| | | | |
|---|---|---|---|
| **Hai,** | **Iesu Kirisuto** | **wa** | **Sukuinushi** |
| *Yes,* | *Jesus Christ* | *(top.)* | *Savior* |
| **Iie** | **Josefu Sumisu** | **ga** | **yogensha** |
| *No,* | *Joseph Smith* | *(subj.)* | *prophet* |
| | **Monson Daikanchō** | | **shinjitsu** |
| | *President Monson* | | *true* |
| | **Morumon Sho** | | **taisetsu** |
| | *Book of Mormon* | | *important* |
| | **Fukuin** | | **kanzen** |
| | *Gospel* | | *perfect* |
| | **Kono Kyōkai** | | **dare** |
| | *This Church* | | *who* |
| | **Seisho** | | **nan** |
| | *Bible* | | *what* |

| | *Positive* | *Negative* | |
|---|---|---|---|
| *Present* | **desu**<br>*is / am / are* | **dewa / ja* arimasen**<br>*is not / am not / are not* | **ka**<br>*(?)* |
| *Past* | **deshita**<br>*was / were* | **dewa / ja arimasen deshita**<br>*was not / were not* | |

**Morumon sho wa shinjitsu desu ka?**
*Is the Book of Mormon true?*
**Hai, (Morumon sho wa)** shinjitsu desu.**
*Yes, the Book of Mormon is true.*

**Josefu Sumisu wa yogensha deshita ka?**
*Was Joseph Smith a prophet?*
**Hai, (Josefu Sumisu wa) yogensha deshita.**
*Yes, Joseph Smith was a prophet.*

**"de wa" is more formal and used in writing while "ja" is less formal and only used when spoken*
***The subject may be omitted if it is already understood*



Function: Asking about and expressing a state of being
Context: Bearing Testimony of the Restoration

## Scenario

You are meeting with an investigator, _____ Shimai. She believes in God but doesn't know about the Restoration. Answer her questions and testify about the Restoration.

1. Preparation: Give the missionaries a couple of minutes to discuss how they will use the grammar pattern when talking with _____ Shimai.

2. Practice: Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries teach _____ Shimai about the Restoration. With one missionary taking the role of _____ Shimai and the other the missionary, have them teach, testify, invite, and promise blessings.

3. Re-practice: Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

_____ Kyōdai is a college student who has met with missionaries before. He has a Book of Mormon but doesn't understand what it is. Testify of the Restoration including the Book of Mormon.

# Polite Verb Form - masu box

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Senkyōshi** | **toshite** | **Iesu Kirisuto** | **ni tsuite** | **oshie** | | | **masu** |
| | *Missionaries* | *as* | *Jesus Christ* | *about* | *teach* | | | *will* |
| **Hai,** | **Senkyōshi** | **toshite** | **Iesu Kirisuto** | **ni tsuite** | **oshie**(BII) | | *Positive* | *Negative* |
| *Yes,* | *Missionaries* | *as* | *Jesus Christ* | *about* | *teach* | *Present* | **masu** | **masen** |
| **Iie** | **Yogensha** | **wa** | **Kamisama** | **o** | **shinji** | | *will* | *will not* |
| *No,* | *Prophet(s)* | *(top.)* | *God* | *(obj.)* | *believe* | *Past* | **mashita** | **masen deshita** |
| | **Shitotachi** | | **hitobito** | **ni** | **susume** | | *did* | *did not* |
| | *Apostles* | | *people* | *to* | *invite* | | | |
| | **Josefu Sumisu** | | **fukuin** | | **hanashi** | | | |
| | *Joseph Smith* | | *gospel* | | *talk* | | | |
| | **Iesu Kirisuto no daihyōsha** | | **messēji** | | **wakachiai** | | | |
| | *Representatives of Jesus Christ* | | *message* | | *share* | | | |
| | **Kyōkaiin** | | **Seisho** | | **kobami** | | | |
| | *Church members* | | *Bible* | | *reject* | | | |
| | **Ja'aku na hitobito** | | **hoka no kyōkai** | | **hitei shi** | | | |
| | *Wicked people* | | *other churches* | | *deny* | | | |
| | | | **Morumon Sho** | | **benkyō shi** | | | |
| | | | *Book of Mormon* | | *study* | | | |
| | | | **nani** | | | | | |
| | | | *what* | | | | | |
| | | | **dare** | | | | | |
| | | | *who* | | | | | |

**ka**
*(?)*

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**Senkyōshi toshite nani ni tsuite oshiemasu ka?**
*As missionaries what do you teach about?*
**(Senkyōshi toshite) Iesu Kirisuto ni tsuite oshiemasu.**
*As missionaries we teach about Jesus Christ.*

**Josefu Sumisu wa Seisho o kobamimashita ka?**
*Did Joseph Smith reject the Bible?*
**Iie, (Josefu Sumisu wa) Seisho o kobamimasen deshita.**
*No, Joseph Smith did not reject the Bible.*



Function: Asking about and describing actions and events
Context: Explaining the missionary purpose

## Scenario

You are meeting _____ Kyōdai for the first time. He doesn't know very much about the church or what missionaries do. Answer his questions and explain your purpose.

1. Preparation: Give the missionaries a couple of minutes to discuss how they will use the grammar pattern to explain their purpose.

2. Practice: Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries talk with _____ Kyōdai. With one missionary taking the role of the investigator and the other the missionary, have them teach, testify, invite, and promise blessings.

3. Re-practice: Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

You are teaching _____ Kyōdai the first lesson. As you are teaching, _____ Kyōdai expresses confusion when he find out that you are "Mormons" and not "Christian" as he perceives. Help him understand that you are representatives of Jesus Christ and Christ's church.

**In Japanese, every verb has a plain form and a polite form. Plain form verbs can be used in the middle of a sentence, but it is important to always end the sentence with the polite form to show respect to the person(s) you are speaking to. Look at the underlined verbs in the following sentences and decide which verbs should be in plain form and which should be in polite form. For example, in "Jesus Christ is the Savior," "is" should be in polite form. In "I know that Jesus Christ is the Savior," "is" should be in plain form and "know" should be in polite form.**

- Jesus Christ is the Savior.
- I know that Jesus Christ is my Savior.
- We are representatives of Jesus Christ.
- We believe that Jesus Christ is God's Son.
- Joseph Smith was a prophet.
- I believe that Joseph Smith saw God and Jesus Christ.
- The Book of Mormon is true.
- I know that the Book of Mormon is the word of God.
- God loves us.
- Jesus Christ performed the Atonement.
- I testify that the gospel blesses families.
- I think that President Monson is kind.
- Joseph Smith read the Bible.
- I know that the priesthood is real.

- This church is true.
- I think that the gospel is important.
- I testify that God knows you.
- Jesus Christ loves everyone.
- I think Nephi had incredible faith.
- God is our Heavenly Father.
- I know that God loves your family.
- The Book of Mormon contains the gospel.
- Joseph Smith read the Bible.
- God has a plan.
- I believe that God has a plan.
- The gospel strengthens families.
- He believes that God is our Heavenly Father.
- I know that God calls prophets.

# Is, am, are - Plain Form Desu Box

| **Watashi**<br>*I* | **wa**<br>*(top.)* | **Morumon Sho**<br>*Book of Mormon* | **ga**<br>*(subj.)* | **shinjitsu**<br>*true* | | **da**<br>*is* | **to shinjite imasu**<br>*believe* |
|---|---|---|---|---|---|---|---|

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Hai,** | **Watashi** | **wa** | **Morumon Sho** | **ga** | **shinjitsu** | | *Positive* | *Negative* | **to shinjite imasu** | **ka** |
| *Yes,* | *I* | *(top.)* | *Book of Mormon* | *(subj.)* | *true* | | **da** | ****ja nai** | *believe* | *(?)* |
| **lie** | **Watashitachi** | **mo** | **Iesu Kirisuto** | | **taisetsu** | *Present* | *is / am / are* | *is not / am not / are not* | **to omoimasu** | |
| *No,* | *We* | *also* | *Jesus Christ* | | *important* | | **datta** | **ja nakatta** | *think* | |
| | **Shitotachi** | | **Josefu Sumisu** | | **yogensha** | *Past* | *was / were* | *was not / were not* | **to shitte imasu** | |
| | *Apostles* | | *Joseph Smith* | | *prophet* | | | | *know* | |
| | **Kyōkaiin** | | **kyōkai** | | **Sukuinushi** | | | | **to akashi shimasu** | |
| | *Church members* | | *church* | | *Savior* | | | | *testify* | |
| | **_____ Kyōdai** | | **Kamisama** | | **kanzen** | | | | | |
| | *Brother _____* | | *God* | | *perfect* | | | | | |
| | **_____ Shimai** | | **Monson Daikanchō** | | **nan** | | | | | |
| | *Sister _____* | | *President Monson* | | *what* | | | | | |
| | **_____Chōrō** | | **nani** | | **dare** | | | | | |
| | *Elder _____* | | *what* | | *who* | | | | | |
| | | | **dare** | | | | | | | |
| | | | *who* | | | | | | | |

---

**_____kyōdai wa, Iesu Kirisuto ga taisetsu da to shinjite imasu ka?**

*Brother _____, do you believe that Jesus Christ is important?*

**Hai, (watashi wa)* Iesu Kirisuto ga taisetsu da to shinjite imasu.**

*Yes, I believe that Jesus Christ is important.*

**_____shimai wa, Josefu Sumisu ga Sukuinushi datta to omoimasu ka?**

*Sister _____, do you think that Joseph Smith was the Savior?*

**Iie, (watashi wa)* Josefu Sumisu ga Sukuinushi ja nakatta to omoimasu.**

*No, I don't think Joseph Smith was the Savior.*

**The subject in the sentence is optional if the listener already understands the subject.*
***The phrase "de wa" may replace the "ja" in both negative tenses to express greater formality.*



Function: Asking about and describing objects, people, and their characteristics
Context: Bearing testimony

## Scenario

You are telling _____ Kyōdai about the Message of the Restoration. You testify that God has blessed us with so many things. _____ Kyōdai says that he has not recognized God's blessings in his life. You wonder how _____ Kyōdai feels about God. Ask questions to find out what he believes about God. Testify about God to strengthen _____ Kyōdai's faith.

**1. Preparation:** Give the missionaries a couple of minutes to discuss how they will use the grammar pattern when talking with Kato san.

**2. Practice:** Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the plan with _____ Kyōdai . With one missionary taking the role of _____ Kyōdai and the other the missionary, have them teach, testify, invite, and promise blessings.

**3. Re-practice:** Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

_____Shimai is an investigator who has been attending a Christian church. She believes in the Trinity and doesn't know anything about prophets or the Restoration. Help her understand God, Jesus Christ and prophets by asking questions and testifying.

# Pre-work: Japanese Verb Bases

**Before studying this grammar as a class, study it on your own using the following resources:**

- **Japanese for Missionaries: Bases p. 19**
- **TALL: Bases**

# Plain Verb Form - PF verb box

| | **_____ Kyōdai** | **wa** | **kotae** | **o** | | **ukeru** | | **to shinjite imasu** | |
|---|---|---|---|---|---|---|---|---|---|
| | *Brother _____* | *(top.)* | *answer* | *(obj.)* | | *will receive* | | *believe* | |
| | | | | | | *Positive* | *Negative* | | |
| **Hai,** | **_____ Kyōdai** | **wa** | **kotae** | **o** | *Present* | **ukeru**(BIII) *will receive* | **ukenai**(BI+nai) *will not receive* | **to shinjite imasu** *believe* | **ka** *(?)* |
| *Yes,* | *Brother _____* | *(top.)* | *answer* | *(obj.)* | | | | | |
| **lie** | **_____ Shimai** | | **keiji** | | *Past* | **uketa**(Bta) *received* | **ukenakatta**(BI+nakatta) *did not receive* | **to shitte imasu** *know* | |
| *No,* | *Sister* | | *revelation* | | | | | | |
| | **Minasan** | **ga** | **Seirei** | | | **kanjiru** *will feel* | **kanjinai** *will not feel* | **to omoimasu** *think* | |
| | *Everyone* | *(subj.)* | *Spirit* | | | | | | |
| | **Josefu Sumisu** | | **heian** | | | **kanjita** *felt* | **kanjinakatta** *did not feel* | **to yakusoku shimasu** *promise* | |
| | *Joseph Smith* | | *peace* | | | | | | |
| | **Yogensha** | | **Josefu Sumisu** | **ni tsuite** | | **inoru** *will pray* | **inoranai** *will not pray* | | |
| | *Prophet(s)* | | *Joseph Smith* | *about* | | | | | |
| | **Senkyōshi** | | **Morumon Sho** | | | **inotta** *prayed* | **inoranakatta** *did not pray* | | |
| | *Missionaries* | | *Book of Mormon* | | | | | | |
| | | | **Iesu Kirisuto** | | | **manabu** *will learn* | **manabanai** *will not learn* | | |
| | | | *Jesus Christ* | | | | | | |
| | | | **fukuin** | | | **mananda** *learned* | **manabanakatta** *did not learn* | | |
| | | | *gospel* | | | | | | |
| | | | **shinri** | | | **rikai suru** *will understand* | **rikai shinai** *will not understand* | | |
| | | | *truth* | | | | | | |
| | | | **nani** | | | **rikai shita** *understood* | **rikai shinakatta** *didn't understand* | | |
| | | | *what* | | | | | | |

**_____ Kyōdai wa kotae o ukeru to shinjite imasu ka?**

*Brother _____, do you believe you will receive answers?*

**Hai, (kotae o ukeru to) shinjite imasu.**

*Yes, I believe I will receive answers.*

**Yogensha ga fukuin ni tsuite inoranakatta to omoimasu ka?**

*Do you think prophets didn't pray about the gospel?*

**Iie, yogensha ga fukuin ni tsuite inotta to omoimasu.**

*No, I don't think prophets did pray about the gospel.*

## Scenario

You are teaching _____ Shimai for the first time. She's not sure if there is a God but has desire to know. You teach about prayer and how to pray. Ask her what she hopes to gain through prayer, then promise her blessings.

**1. Preparation:** Give the missionaries a couple of minutes to discuss how they will use the grammar pattern when talking with _____ Shimai .

**2. Practice:** Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries roleplay teaching _____ Shimai.

**3. Re-practice:** Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

You are meeting with _____ Kyōdai who you've taught a few times. He has tried praying before but hasn't received an answer. Ask him a few questions to better understand what he expects to experience. Then testify about prayer and promise blessings.

# Pre-work: Japanese Existence Verbs

**Before studying this grammar as a class, study it on your own using the following resources:**

- **Japanese for Missionaries: iru/aru p. 89**
- **TALL: aru/iru**

# Existence Verbs

| **Kono kyōkai** | **ni wa** | **keiji** | **ga** | **arimasu** |
|---|---|---|---|---|
| *This church* | *in* | *revelation* | *(subj.)* | *have (inanimate)* |

| | | | | | Positive | Negative | | |
|---|---|---|---|---|---|---|---|---|
| **Hai,** | **Kono kyōkai** | | **keiji** | **ga** | | | | |
| *yes,* | *This Church* | | *revelation* | *(subj.)* | **arimasu** | **arimasen** | | **ka** |
| **lie** | **Mukashi no kyōkai** | | **Morumon Sho** | | *Present* *have (inanimate)* | *do not have (inanimate)* | | *?* |
| *no,* | *The Ancient Church* | | *Book of Mormon* | | **arimashita** | **arimasen deshita** | | |
| | **Hoka no kyōkai** | **ni wa** | **Shinken** | | *Past* *had (inanimate)* | *did not have (inanimate)* | | |
| | *Other Church(es)* | *in* | *Priesthood* | | *Positive* | *Negative* | | |
| | **Haikyō no jidai** | | **Shinken no gishiki** | | **aru** | **nai** | **to omoimasu** | |
| | *Period of the Great Apostasy* | | *Priesthood ordinances* | | *Present* *have (inanimate)* | *do not have (inanimate)* | *think* | |
| | **Kaifuku no mae** | | | | **atta** | **nakatta** | **to shinjite imasu** | |
| | *Before the Restoration* | | | | *Past* *had (inanimate)* | *did not have (inanimate)* | *believe* | |
| | | | | | | | **to shitte imasu** | |
| | | | | | *Positive* | *Negative* | *know* | |
| | | | **yogensha** | **ga** | **iru** | **inai** | **to akashi shimasu** | |
| | | | *prophet(s)* | *(subj.)* | *Present* *have (animate)* | *do not have (animate)* | *testify* | |
| | | | **kyōkai no shidōsha** | | **ita** | **inakatta** | | |
| | | | *church leaders* | | *had (animate)* | *did not have (animate)* | | |
| | | | **Sukuinushi** | | *Positive* | *Negative* | | |
| | | | *Savior* | | **imasu** | **imasen** | | |
| | | | **Kamisama** | | *Present* *have (animate)* | *do not have (animate)* | | |
| | | | *God* | | **imashita** | **imasen deshita** | | |
| | | | | | *had (animate)* | *did not have (animate)* | | |

**Hoka no kyōkai ni wa shinken ga arimasu ka?**
*Do they have the priesthood in other churches?*
**lie, hoka no kyōkai ni wa shinken ga arimasen.**
*No, they don't have the priesthood in other churches.*

**Yogensha ga iru to shinjiteimasu ka?**
*Do you believe there is a prophet?*
**Hai, yogensha ga iru to shinjiteimasu.**
*Yes, I believe there is a prophet.*



Function: Asking about and describing objects, people, and their characteristics
Context: Testifying about the Restoration

## Scenario

_____Shimai is an investigator who believes in God, but doesn't go to a specific church. She points out that there are many religions and many Christian churches and asks how your church is different. Tell _____Shimai how our church is different.

**1. Preparation:** Give the missionaries a couple of minutes to discuss how they will use the grammar pattern when talking with _____Shimai.

**2. Practice:** Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries teach _____Shimai about the Restoration. With one missionary taking the role of _____Shimai and the other the missionary, have them teach, testify, invite, and promise blessings.

**3. Re-practice:** Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

_____ Kyōdai is a progressing investigator. He has studied Christianity and read the Bible. He is very interested about the structure of the Church the Christ established and what happened to it after he was crucified. Tell _____ Kyōdai about the Savior's earthly ministry and what happened during the Great Apostasy.

# To be able to--BIII Koto ga Dekiru

| **Inori** | **ni yotte** | **keiji o ukeru** | **koto ga deki** | **masu** |
|---|---|---|---|---|
| *Prayer* | *by* | *receive receive* | *to be able to* | *can* |

**Hai,** *Yes,*
**Iie** *No,*

| | | |
|---|---|---|
| **Inori** | **ni yotte** | **keiji o ukeru**(BIII) |
| *Prayer* | *by* | *receive revelation* |
| **Seirei** | | **heian o kanjiru** |
| *The Spirit* | | *feel peace* |
| **Baputesuma** | **ga nai to** | **kazoku o tsuyomeru** |
| *Baptism* | *without* | *strengthen family* |
| **Kuiaratame** | | **tsumi no yurushi o ukeru** |
| *Repentance* | | *receive a remission of sins* |
| **Kyōkai ni iku *koto** | **o tōshite** | **shinri o manabu** |
| *Going to church* | *through* | *learn truth* |
| **Morumon Sho o yomu koto** | | **Kamisama to hanasu** |
| *Reading the Book of Mormon* | | *talk with God* |
| **Imashime o mamoru koto** | | **michibiki o eru** |
| *Keeping the commandemnts* | | *obtain guidance* |
| **Iesu Kirisuto ni shitagau koto** | | **tasuke o ukeru** |
| *Following Jesus Christ* | | *receive help* |
| | | **shiren o norikoeru** |
| | | *overcome trials* |
| | | **fukuin o rikai suru** |
| **Dō yatte** | *n/a* | *understand the gospel* |
| *How* | | **nani o ukeru** |
| | | *receive what* |

**koto ga deki** *able to*

| | |
|---|---|
| **masu** *is* | **masen** *is not* |
| **mashita** *was* | **masen deshita** *was not* |

| | |
|---|---|
| **ru** *is* | **nai** *is not* |
| **ta** *was* | **nakatta** *was not* |

**ka** *(?)*

**to yakusoku shimasu** *promise*
**to omoimasu** *think*
**to shitte imasu** *know*
**to akashi shimasu** *testify*
**to shinjite imasu** *believe*

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**Inori ni yotte keiji o ukeru koto ga dekimasu ka?**
*Can we receive revelation through prayer?*
**Hai, inori ni yotte keiji o ukeru koto ga dekimasu.**
*Yes, we can receive revelation through prayer.*

**Baputesuma ga nai to tsumi no yurushi o ukeru koto ga dekimasu ka?**
*Without baptism can you receive a remission of sins?*
**Iie, baputesuma ga nai to tsumi no yurushi o ukeru koto ga dekimasen.**
*No, without baptism you can't receive a remission of sins.*

**The use of the word "koto" allows the previous statment to be treated as a noun. See PF Noun page in this book for more detail.*



Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about and promising blessings

## Scenario

_____Kyōdai is an investigator who loves the teachings of the gospel but struggles with the idea of keeping the commandments. He is very independent and does not see why he needs to keep the commandments. Explain to _____Kyōdai what kind of blessings we can receive through keeping the commandments.

**1. Preparation:** Give the missionaries a couple of minutes to discuss how they will use the grammar pattern when talking with Sato san.

**2. Practice:** Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries teach _____Kyōdai about the commandments. With one missionary taking the role of _____Kyōdai and the other the missionary, have them teach, testify, invite, and promise blessings.

**3. Re-practice:** Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

While walking down town, you meet _____Kyōdai. He talks with you a little bit and expresses feelings of sadness and frustration because he recently lost his job. You explain that as missionaries you are in Japan to help people. Testify to _____Kyōdai of blessings that could help someone in his situation.

# Conceptual Practice: Japanese Clause Order

In English we say both “In order to strengthen your faith, will you read the Book of Mormon?” and “Will you read the Book of Mormon in order to strengthen your faith?” In Japanese, the clause order is always the same: “In order to strengthen your faith, will you read the Book of Mormon?” In Japanese, the main clause, or independent clause always comes last. **An independent clause is a clause that can stand alone**, for example “will you read the Book of Mormon.” **A dependent clause cannot stand alone**, for example, “in order to strengthen your faith.” Dependent clauses must always come before the independent clause in Japanese. Using the following sentences, practice identifying the main (independent) clauses and dependent clauses (separated by spaces). Then change the order if needed.

When I pray, I can feel God’s love.
Will you pray to not give in to temptation?
Because there are so many commandments, I don’t know if I can be baptized.
Christ performed the Atonement because He loves us so much.
In order to be strengthened, what are you going to do?
What can we do for your family?
Does everyone go the Spirit World after they die?
I don’t want to go to church because I am afraid that I may have to join your church.
I will try to start a habit of family prayer to strengthen our family.
If I pray to God, will I receive an answer?
To feel the Spirit, I read the Book of Mormon each day.
We go to church in order to feel the Spirit even more strongly.
We must be baptized in order to receive a remission of our sins.
What do you do in order to not forget God?
What would you think if the church is true?
To receive revelation, we pray to God every day.
When you come to know that this message is true will you be baptized?
Where were we before we came to this earth?
What help do you need in order to be able to start going to church?
You will be strengthened as you keep God’s commandments.
If the church is true then I think that this message is important.
I will prepare to be baptized.

# So that - Yōni

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **_____ Shimai**<br>*Sister _____* | **wa**<br>*(top.)* | **baputesuma o ukeru**<br>*receive baptism* | **yōni**<br>*so that* | **junbi shite**<br>*prepare* | **itadakemasu**<br>*would you* | **ka**<br>*?* |
| **Hai,**<br>*Yes,*<br>**Iie**<br>*No,* | **_____ Shimai**<br>*Sister _____*<br>**_____ Kyōdai**<br>*Brother _____*<br>**Kazoku**<br>*family*<br>**Go-shujin**<br>*Your husband*<br>**Okusan**<br>*Your wife* | **wa**<br>*(top.)*<br>**ga**<br>*(subj.)* | **baputesuma o ukerareru**<br>*can receive baptism*<br>**kazoku ga tsuyomerareru**<br>*family can be strengthened*<br>**keiji o ukerareru**<br>*able to receive revelation*<br>**kyōkai ni ikeru**<br>*able to go to church*<br>**seirei o kanjirareru**<br>*able to feel the Holy Ghost*<br>**yūwaku ni makenai**<br>*don't give in to temptation*<br>**imashime o yaburanai**<br>*don't break the commandments*<br>**Kamisama o wasurenai**<br>*don't forget God*<br>**tsumi o okasanai**<br>*don't commit sin* | **yōni**<br>*so that* | **junbi shite**<br>*prepare*<br>**inotte**<br>*pray*<br>**Morumon Sho o yonde**<br>*read the Book of Mormon*<br>**jikan o tsukutte**<br>*make time*<br>**imashime o mamotte**<br>*keep the commandments*<br>**dō sureba ii desu ka?**<br>*what should I/we do?*<br>**dō shimasu ka?**<br>*what will you do?*<br>**nani ga dekimasu ka?**<br>*what can we/you do?*<br>**donna tasuke ga hitsuyō desu ka?**<br>*what kind of help is needed?* | **itadakemasu**<br>*would you*<br>**mimasu**<br>*try (and see)* | **ka**<br>*?* |

**_____ Shimai wa baputesuma o ukeru yōni junbi shite itadakemasu ka?**

*Sister _____, would you prepare to be baptized?*

**Hai, (baputesuma o ukeru yōni) junbi shite mimasu.**

*Yes, I will try and prepare (to receive baptism).*

**_____ Kyōdai ga yūwaku ni makenai yōni inotte itadakemasu ka?**

*Brother _____, would you pray so that you don't give in to temptation?*

**Hai, (yūwaku ni makenai yōni) inotte mimasu.**

*Yes, I will try and pray (so that I don't give in to temptation).*



Function: Asking and answering questions of cause and effect
Context: Inviting investigators to make commitments

## Scenario

Your investigator _____ Shimai is feeling the Spirit and wants to know what she can do to receive blessings. Invite her to keep one or two commitments that will help her come unto Christ.

**1. Preparation:** Give the missionaries a couple of minutes to discuss how they will use the grammar pattern as they invite _____ Shimai to keep one or more commitment.

**2. Practice:** Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries invite _____ Shimai to keep a commitment. With one missionary taking the role of _____ Shimai and the other the missionary, invite, teach and testify.

**3. Re-practice:** Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

Your investigator _____ Shimai is struggling to keep her commitments. Help her find a way she can keep these commitments and then re-commit her.

# In order to - tame ni

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **Keiji**<br>*Revelation* | **o**<br>*(obj.)* | **ukeru***<br>*work* | **tame ni**<br>*in order to* | **Morumon Sho**<br>*the Book of Mormon* | **o**<br>*(obj.)* | **yomi**<br>*read* | **masu**<br>*will* | | |
| Hai,<br>*Yes,* | **Keiji**<br>*Revelation* | **o**<br>*(obj.)* | **ukeru**(BIII)<br>*receive* | | **Morumon Sho**<br>*the Book of Mormon* | **o**<br>*(obj.)* | **yomi**(BII)<br>*read* | **masu**<br>*will* | **masen**<br>*will not* | **ka**<br>*(?)* |
| Iie,<br>*No,* | **Michibiki**<br>*Guidance* | | **kanjiru**<br>*feel* | **tame ni**<br>*in order to* | **kyōkai**<br>*Book of Mormon* | **ni**<br>*to (direction)* | **iki**<br>*go* | **mashita**<br>*did* | **masen deshita**<br>*did not* | |
| | **Kamisama no ai**<br>*God's love* | | **ninshiki suru**<br>*recognize* | | **Iesu Kirisuto**<br>*Jesus Christ* | **ni tsuite**<br>*about* | **inori**<br>*pray* | | | |
| | **Kamisama no mikokoro**<br>*God's will* | | **manabu**<br>*learn* | | **Aganai**<br>*the Atonement* | | **shirabe**<br>*to look up / search* | | | |
| | **Motto Seirei**<br>*More Spirit* | | **shiru**<br>*know* | | **Kamisama no awaremi**<br>*the grace of God* | | **fukaku kangae**<br>*ponder* | | | |
| | **Shiawase**<br>*Happy/Happiness* | **ni****<br>*to* | **naru**<br>*become* | | | | | | | |
| | **Kazoku**<br>*Family* | | | **no tame ni**<br>*for the benefit of* | | | | | | |
| | **Nan**<br>*What* | | | | | | | | | |

**Morumon Sho o yonde itadakemasu ka?**
*will you read the Book of Mormon?*

**watashitachi to issho ni kyōkai ni kite itadakemasu ka?**
*will you come to church with us?*

**inotte itadakemasu ka?**
*will you pray?*

**dō sureba ii desu ka?**
*what should we/you/I do?*

---

**Shiawase ni naru tame ni dō sureba ii desu ka?**

*In order to become happy, what should you do?*

**(Shiawase ni naru tame ni) kyōkai ni ikimasu.**

*(In order to become happy,) I will go to church.*

**(Shiawase ni naru tame ni) kazoku no tame ni inorimasu.**

*(In order to become happy,) I will pray for my family.*

**Kamisama no ai o kanjiru tame ni Morumon Sho yonde itadakemasu ka?**

*In order to feel God's love, will you read the Book of Mormon?*

**Hai, (Kamisama no ai o kanjiru tame ni) Morumon Sho o yomimasu.**

*Yes, (in order to feel God's love,) I will read the Book of Mormon.*

**Iie, (Kamisama no ai o kanjiru tame ni) Morumon Sho o yomimasen.**

*No, (in order to feel God's love,) I will not read the Book of Mormon.*

**For tame ni, the verb is always BIII. In more formal settings, tame ni can mean "because" in any tense.*
***Particle "ni" is always used for naru.*



Function: Asking and answering questions of cause and effect
Context: Revelation through the Book of Mormon, Church Attendance, and Prayer

## Scenario

_____ Kyōdai is interested in the church and the missionaries. You have invited him to come to church several times but he continually refuses. After some discussion, he reveals that he does not want to go to church because he is afraid he might join and then have to keep all of the commandments. _____ Kyōdai explains that he does not see the reasons for all of the commandments and is not eager to keep them. Explain to him some of the reasons we keep specific commandments of the church.

**1. Preparation:** Give the missionaries a couple of minutes to discuss how they will use the grammar pattern as they speak with _____ Kyōdai.

**2. Practice:** Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries plan with _____ Kyōdai. With one missionary taking the role of _____ Kyōdai and the other the missionary, have them explain what they will be doing that day and their reasons for doing it.

**3. Re-practice:** Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

_____ Kyōdai, a priest age young man from the branch you are serving in, is preparing to go on a mission. He has meet with you before the start of the day so that you can go over the plan for the day's activities with him. Take time to explain the day's plan to _____ Kyōdai as well as the reasons for the things you are going to do.

# Have verbed before- Bta koto ga aru

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Iesu Kirisuto**<br>*Jesus Christ* | **ni tsuite**<br>*about* | **kiita**<br>*heard* | **koto ga**<br>*you ever* | **arimasu**<br>*have* | |
| **Hai,**<br>*Yes,* | **Iesu Kirisuto**<br>*Jesus Christ* | **ni tsuite**<br>*about* | **kiita**(Bta)<br>*heard* | **koto ga**<br>*you ever* | **arimasu**<br>*have* | **ka**<br>*(?)* |
| **Iie,**<br>*No,* | **Kyōkai**<br>*Church* | **ni**<br>*to* | **itta**<br>*been* | | **arimasen**<br>*have not* | |
| | **Morumon Sho**<br>*Book of Mormon* | **o**<br>*(obj.)* | **yonda**<br>*read* | | | |
| | **Senkyōshi**<br>*Missionary* | **to**<br>*with* | **hanashita**<br>*talked* | | | |
| | **Seirei**<br>*The spirit* | | **kanjita**<br>*felt* | | | |
| | **Jinsei no mokuteki**<br>*The purpose of life* | | **kangaeta**<br>*thought* | | | |
| | **Shūkyō**<br>*Religion* | | **mananda**<br>*learned* | | | |
| | **Kamisama**<br>*God* | | **inotta**<br>*prayed* | | | |

**Iesu Kirisuto ni tsuite kiita koto ga arimasu ka?**
*Have you ever heard about Jesus Christ?*
**Hai, Iesu Kirisuto ni tsuite kiita koto ga arimasu.**
*Yes, I have heard about Jesus Christ.*

**Morumon Sho ni tsuite kiita koto ga arimasu ka?**
*Have you ever heard about the Book of Mormon?*
**Iie, Morumon Sho ni tsuite kiita koto ga arimasen.**
*No, I have never heard of the Book of Mormon.*


Function: Asking about and describing actions and events
Context: Getting to know the investigator

## Scenario

You are going to visit _____Kyōdai, a potential investigator that you found in the Area Book. The previous missionaries wrote that he is very friendly and said that he was willing to speak to the missionaries, but other than that you have no information. You get there and begin speaking with him. Ask some questions to find out what religious themes he has thought about and what he talked with the previous missionaries about.

**1. Preparation:** Give the missionaries a couple of minutes to discuss how they will use the grammar pattern as they speak with _____Kyōdai.

**2. Practice:** Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries teach _____Kyōdai about the Gospel of Jesus Christ. With one missionary taking the role of _____Kyōdai and the other the missionary, have them teach, testify, invite, and promise blessings.

**3. Re-practice:** Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

You are talking to people as you tract. You encounter _____Shimai, a college student who says that she is studying economics at a nearby college. Ask her if she has thought about the purpose of life, where we go when we die, and other aspects of the plan of salvation. Ask her if she has had any religious experiences like praying or going to church.

# Want - BII tai

| | | | | | |
|---|---|---|---|---|---|
| **Josefu Sumisu**<br>*Joseph Smith* | **ni tsuite**<br>*about* | **hanshitai**<br>*want* | | **to omoimasu**<br>*I think* | |

**Hai,**
*Yes,*
**Iie,**
*No,*
**Motto**
*More*

| | | | | | |
|---|---|---|---|---|---|
| **Josefu Sumisu**<br>*Joseph Smith* | **ni tsuite**<br>*about* | **manabitai**(BII+tai)<br>*want to learn* | **manabitakunai**(BII+takunai)<br>*don't want to learn* | **to omoimasu**<br>*I think* | **ka**<br>*(?)* |
| **Iesu Kirisuto no fukuin**<br>*The Gospel of Jesus Christ* | **o**<br>*(obj.)* | **manabitakatta**(BII+takatta)<br>*wanted to learn* | **manabitakunakatta**(BII+takunakatta)<br>*didn't want to learn* | **desu**<br>*(polite ending)* | |

**Jūbun no Ichi**
*Tithing*
**Baputesuma**
*Baptism*
**Sukui no Keikaku**
*The Plan of Salvation*
**Yorokobi**
*Joy*
**Kazoku no taisetsusa**
*The importance of families*
**Eien no kazoku**
*Eternal families*
**Nani**
*What*

*learn*

| | |
|---|---|
| **hanshitai** | **hanashitakunai** |
| **hanshitakatta** | **hanashitakunakatta** |

*speak / talk*

| | |
|---|---|
| **uketai** | **uketakunai** |
| **uketakatta** | **uketakunakatta** |

*receive*

| | |
|---|---|
| **kanjitai** | **kanjitakunai** |
| **kanjitakatta** | **kanjitakunakatta** |

*feel*

| | |
|---|---|
| **fukushū shitai** | **fukushū shitakunai** |
| **fukushū shitakatta** | **fukushū shitakunakatta** |

*review*

| | |
|---|---|
| **setsumei shitai** | **setsumei shitakunai** |
| **setsumei shitakatta** | **setsumei shitakunakatta** |

*explain*

---

**Josefu Sumisu ni tsuite manabitai to omoimasu ka?**
*Do you want to learn about Joseph Smith?*
**Hai, Josefu Sumisu ni tsuite manabitai to omoimasu.**
*Yes, I want to learn about Joseph Smith.*
**Iie, motto Iesu Kirisuto ni tsuite manabitai to omoimasu.**
*No, I want to learn more about Jesus Christ.*

**Sukui no Keikaku o fukushū shitai desu ka?**
*Do you want to review the Plan of Salvation?*
**Iie, Sukui no Keikaku o fukushū shitakunai desu.**
*No, I don't want to review the Plan of Salvation.*
**Iesu Kirsuto no fukuin ni tsuite manabitai to omoimasu.**
*I want to learn about the Gospel of Jesus Christ.*



Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: How to begin teaching; asking an investigator what he/she wants from your meetings

## Scenario

You and your companion are meeting for the first time with the friend of a member in your ward named _____ Shimai. _____ Shimai expressed interest in learning more about the Church of Jesus Christ of Latter-Day Saints. You and your companion want to make sure you will be meeting her expectations during your visits, and also want to make sure Muranishi san understands what you expect as well. With your companion, use the grammar pattern and elements of "How to Begin Teaching" to set expectations.

**1. Preparation:** Give the missionaries a couple of minutes to discuss how they will use the grammar pattern and what they want to say.

**2. Practice:** Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries begin the lesson by talking with _____ Shimai. With one or two missionaries taking the role of the missionary and one taking the role of _____ Shimai, have them ask questions in order to understand what _____ Shimai san expects from their visits, as well as let her know what the missionaries will teach.

**3. Re-practice:** Have the missionaries switch roles and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

After you meet _____ Kyōdai.  at the mall, he comments on how strange it is that you are in Japan. He mentions how many Americans want to see the sites of Tokyo and sing karaoke while they are in Japan. You were asked what it is you want to do in Japan. Explain your purpose to _____ Kyōdai. by telling him what you want to do while you are in Japan, and what you want the Japanese to do as a result.

# Asking for permission - Bte mo yoroshii / BI nakute mo ii

| | | | | |
|---|---|---|---|---|
| | **Saisho ni** | **inotte** | **mo yoroshii desu** | |
| | *pray first* | *pray* | *is it fine* | |
| **Hai,** | **Hajime ni** | **inotte**(Bte) | **mo yoroshii desu** | **ka** |
| *Yes,* | *First* | *pray* | *is it fine* | *(?)* |
| **Iie,** | **Ima** | **hanashite** | **mo ii desu** | |
| *No,* | *Now* | *talk* | *is it ok* | |
| | **Koko de** | **messēji o wakachiatte** | **mo daijōbu desu** | |
| | *Here* | *share a message* | *is it alright* | |
| | **Ato de** | **fukushū shite** | | |
| | *Later* | *review* | | |
| | **Mata** | **hōmon shite** | **ii desu yo.** | |
| | *Again* | *visit* | *it's ok* | |
| | **Kondo, itsu** | **kite** | **daijōbu desu yo.** | |
| | *Next time, when* | *come* | *it's alright* | |
| | **Subete** | **shira**(BI) | **nakute mo ii desu** | |
| | *Everything* | *know* | *it's ok if (you/we) don't* | |
| | **Zenbu** | **yoma** | **nakute mo daijōbu desu** | |
| | *The whole thing* | *read* | *is it alright if (you/we) don't* | |
| | **Kanzen ni** | **rikai shi*** | | |
| | *Perfectly* | *comprehend* | | |
| | **Sore ni tsuite** | **shinpai shi*** | | |
| | *About that* | *worry* | | |

**Hajime ni inotte mo yoroshii desu ka?**
*Is it ok if we pray first?*
**Hai, (inotte mo) ii desu yo.**
*Yes, it's ok.*

**Zenbu yomanakute mo daijōbu desu ka?**
*Is it alright if I don't read the whole thing?*
**Hai, zenbu yomanakute daijōbu desu.**
*Yes, it's alright if you don't read the whole thing.*

**Suru is an irregular verb that conjugates to "shi" in Base I*



Function: Asking and answering questions of quality, quantity, number and sequence
Context: Asking if you may share more about a principle of the gospel

## Scenario

_____ Shimai is a less active sister who has not been to church in many years. Her husband is not a member, and she feels self-conscious around members and missionaries. Politely ask her if you can talk, pray, and share a message with her. Reassure her that she doesn't have to know, understand or do everything perfectly.

**1. Preparation:** Give the missionaries a couple of minutes to decide how they will use the grammar pattern when they visit _____ Shimai.

**2. Practice:** Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries meet and share a message with _____ Shimai. With one missionary taking the role of _____ Shimai and the other the missionary, have them complete the activity.

**3. Re-practice:** Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

_____ Kyōdai is an investigator who has very little experience with religion, especially Christianity. He doesn't feel like he knows enough to talk with missionaries or go to church. Ask if you can pray and share a message with him. Encourage him and offer to visit him often so you can help him learn more.

# PF ka dō ka

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Kamisama** | **ga** | **iru** | **ka dō ka** | **shiru tame ni** | **inotte itadakemasu ka?** |
| | *God* | *(subj.)* | *exist* | *whether or not* | *in order to know* | *will you pray* |
| **Hai,** | **Kamisama** | **ga** | **iru**[BIII] | **ka dō ka** | **shiru tame ni** | **inotte itadakemasu** **ka** |
| *Yes,* | *God* | *(subj.)* | *exist* | *whether or not* | *in order to know* | *will you pray* *(?)* |
| **lie,** | **Kazoku ga eien** | **ni** | **sumeru** | | | **kyōkai ni kite itadakemasu** |
| *No,* | *Families forever* | *to* | *can live* | | | *will you come to church* |
| | **Jinsei no mokuteki** | | **aru** | | | **Morumon Sho o yonde itadakemasu** |
| | *The purpose of life* | | *has* | | | *will you read the Book of Mormon* |
| | **Iesu Kirisuto** | | **naru** | | | **inorimasu** |
| | *Jesus Christ* | | *become* | | | *will pray* |
| | **Morumon Sho** | ---------- | | | | **ikimasu** |
| | *Book of Mormon* | **ga** | **hontō** | | | *will go* |
| | **Kazoku** | *(subj.)* | *real* | | | **yomimasu** |
| | *Family* | | **shinjitsu** | | | *will read* |
| | **Kamisama no imashime** | | *true* | | ---------- | |
| | *God's commandments* | | **taisetsu** | | | |
| | **Watashitachi no messēji** | | *important* | | | **shiritai to omoimasu** |
| | *Our Message* | | **yogensha** | | | *want to know* |
| | **Josefu Sumisu** | | *prophet* | | | **kangaeta koto ga arimasu** |
| | *Joseph Smith* | | **Sukuinushi** | | | *have you ever thought* |

---

**Morumon Sho ga shinjitsu ka dō ka shiru tame ni inotte itadakemasu ka?**
*Will you pray to know whether or not The Book of Mormon is true?*
**Hai, Morumon Sho ga shinjitsu ka dō ka shiru tame ni inorimasu.**
*Yes, I will pray in order to know whether or not the Book of Mormon is true.*

**Jinsei no mokuteki ga aru ka dō ka kangaeta koto ga arimasu ka?**
*Have you ever thought about whether or not life has a purpose?*
**Hai, jinsei no mokuteki ga aru ka dō ka kangaeta koto ga arimasu.**
*Yes, I have thougth about whether or not there is a purpose to life.*



Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Finding out interest of investigators

## Scenario

You encounter _____ Shimai while you are tracting. She seems a little confused about why you are talking to her so you try to find out what her interests are so that you can talk to her about the message. Ask her what her interests are, if she has ever thought about certain gospel principles. Then ask her to pray so that she can know whether or not some gospel principles are true.

**1. Preparation:** Give the missionaries a couple of minutes to discuss how they will use the grammar pattern as they speak with _____ Shimai.

**2. Practice:** Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries teach _____ Shimai about the Gospel of Jesus Christ. With one missionary taking the role of _____ Shimai and the other the missionary, have them teach, testify, invite, and promise blessings.

**3. Re-practice:** Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

_____ Kyōdai is an older college student who recently began meeting with you. He is unsure what he wants from life. Ask him whether or not he wants to receive specific blessings from the gospel. Then invite him to do the things that he must do to receive those blessings.

# When – toki ni

| Ishii Kyōdai | ga | Seirei | ni tsuite | oshieta | toki ni | heian o kanji | mashita |
|---|---|---|---|---|---|---|---|
| *Ishii brother* | *(subj.)* | *Spirit* | *about* | *taught* | *when* | *feel peace* | *did* |

**Hai,** *yes,*
**lie** *no,*

**Senkyōshi** *Missionaries*
**_____ san** *Mr./Ms. _____*
**Watashitachi** *We*
**_____ Kyōdai** *Brother _____*
**Hitobito** *People*
**Dare** *Who*

**ga** *(subj.)*
**wa** *(top.)*

**Seirei** *Spirit*
**shinri** *truth*
**Morumon Sho** *Book of Mormon*
**fukuin** *gospel*
**Josefu Sumisu** *Joseph Smith*
**eien no kazoku** *eternal families*
**seisan (kai)** *sacrament (meeting)*
**kyōkai** *church*

**ni tsuite** *about*
**o** *object*

| | |
|---|---|
| **oshieru**(BIII) | **oshienai**(BI+nai) |
| **oshieta**(Bta) | **oshienakatta**(BI+nakatta) |

*teach*

| | |
|---|---|
| **kanjiru** | **kanjinai** |
| **kanjita** | **kanjinakatta** |

*feel*

| | |
|---|---|
| **yomu** | **yomanai** |
| **yonda** | **yomanakatta** |

*read*

| | |
|---|---|
| **inoru** | **inoranai** |
| **inotta** | **inoranakatta** |

*pray*

| | |
|---|---|
| **itadaku** | **itadakanai** |
| **itadaita** | **itadakanakatta** |

*partake*

| | |
|---|---|
| **keiken suru** | **keiken shinai** |
| **keiken shita** | **keiken shinakatta** |

*experience*

**ni** *to*

| | |
|---|---|
| **iku** | **ikanai** |
| **itta** | **ikanakatta** |

*go*

**toki ni** *when*

**Itsu*** *When*

**keiji o uke**(BII) *receive revelation*
**michibiki o e** *obtain guidance*
**shinri o manabi** *learn truth*
**fukuin o rikai shi** *understand the gospel*
**heian o kanji** *feel peace*
**dō omoi** *what do you think?*
**dō kanji** *what do you feel?*

**donna keiken ga arimashita ka?** *what kind of experience did you have?*
**nani o manabimashita ka?** *what did you learn?*

| | Positive | Negative |
|---|---|---|
| Present | **masu** *will* | **masen** *will not* |
| Past | **mashita** *did* | **masen deshita** *did not* |

**ka** *(?)*

---

**_____ san, Morumon Sho o yomu toki ni keiji o ukemasu ka?**
*Mr./Ms._____, when you read the Book of Mormon do you receive revelation?*
**Hai, Morumon Sho o yomu toki ni keiji o ukemasu.**
*Yes, when I read the Book of Mormon I receive revelation.*

**Watashitachi ga fukuin ni tsuite inoranai toki ni michibiki o emasu ka?**
*When we don't pray about the gospel do we obtain guidance?*
**lie, watashitachi ga fukuin ni tsuite inoranai toki ni michibiki o emasen.**
*No, when we don't pray about the gospel we don't obtain guidance.*

**Itsu is used when asking a question. For example, "Itsu keiji o ukemashita ka?" "When did you receive revelation?"*



Function: Asking about and describing actions and events
Context: Revelation through the Book of Mormon, prayer, and church

## Scenario

You are teaching _____ Kyōdai . He has been hearing the lessons for some time but has struggled to progress because he is not sure how the Book of Mormon helps him to gain a testimony. A member, _____ Kyōdai has come along with you to offer his testimony of how he recieves answers and guidance through the Book of Mormon. Talk to _____ Kyōdai about how he feels when he reads the Book of Mormon, how the Book of Mormon helps you in your daily life, and what it has done for you.

**1. Preparation:** Give the missionaries a couple of minutes to discuss how they will use the grammar pattern as they speak with _____ Kyōdai .

**2. Practice:** Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries teach _____ Kyōdai about the Book of Mormon. With one missionary taking the role of _____ Kyōdai and the other the missionary, have them teach, testify, invite, and promise blessings.

**3. Re-practice:** Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

You are talking to _____ Kyōdai , an investigator who has had several lessons with the missionaries. He has recently been struggling in life, feeling down and depressed because of various trials in his life. Tell him about a time in your life when God helped you in a trial through prayer. Explain how prayer helped you through a difficult time. Promise _____ Kyōdai that he can have a similar experience.

# Before - BIII mae ni & After - Bta ato de

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Iesu Kirisuto**<br>*Jesus Christ* | **ga**<br>*(subj.)* | **Aganai o okonau**<br>*perform the Atonement* | **mae ni**<br>*before* | **kyōkai**<br>*church* | **o** | **setsuritsu shi**<br>*establish* | **mashita**<br>*did* | |
| **Hai,**<br>*Yes,*<br>**Iie,**<br>*No,*<br>**Demo**<br>*But* | **Watashitachi**<br>*We*<br>**Minasan**<br>*Everyone*<br>**Iesu Kirisuto**<br>*Jesus Christ*<br>**Kamisama**<br>*God*<br>**Adamu to Eba**<br>*Adam and Eve* | **ga**<br>*(subj.)* | **kono yo ni kuru**(BIII)<br>*come to this world*<br>**chikyū o sōzō suru**<br>*create the earth*<br>**fukkatsu suru**<br>*resurrect*<br>**nakunaru**<br>*pass away*<br>**daraku shita**(Bta)<br>*commit sin*<br>**shinda**<br>*die*<br>**fukkatsu shita**<br>*resurrect*<br>**sabakareta**<br>*be judged* | **mae ni**<br>*before*<br>**ato de**<br>*after* | **zense ni sumi**(BII)<br>*live in the pre-existence*<br>**keikaku o yōi shi**<br>*prepare a plan*<br>**aganai o okonai**<br>*perform the Atonement*<br>**shinpō shi**<br>*progress*<br>**Aganai o tsukai**(BII)<br>*use the Atonement*<br>**reikai ni iki**<br>*go to the spirit world*<br>**sabakare**<br>*judged*<br>**eikō no ōkoku ni iki**<br>*go to kingdoms of glory* | | **masu**<br>*do/will*<br>**mashita**<br>*did*<br>**masen**<br>*don't/won't*<br>**masen deshita**<br>*didn't* | **ka**<br>*(?)* |

---

**Watashitachi ga kono yo ni kuru mae ni zense ni sumimashita ka?**
*Did we live in the pre-existence before we came to this world?*
**Hai, watashitachi ga kono yo ni kuru mae ni zense ni sumimashita.**
*Yes, we lived in the pre-existence before we came to this world.*

**Minasan ga shinda ato de reikai ni ikimasu ka?**
*Does everyone go to the Spirit World after they die?*
**Hai, minasan ga shinda ato de reikai ni ikimasu.**
*Yes, everyone goes to the Spirit World after they die.*



Function: Narrating experiences and telling stories
Context: Teaching about the Plan of Salvation

## Scenario

While tracting you meet _____ Shimai. She is a single mother who has investigated a lot of churches. _____ Shimai says that she has often seen you and your companion near the area she lives in but has been too nervous to stop you and ask you about your message. She wants to know what you have to teach about Christ, so you begin to teach her about his mortal ministry.

**1. Preparation:** Give the missionaries a couple of minutes to discuss how they will use the grammar principle as they speak with _____ Shimai.

**2. Practice:** Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries teach _____ Shimai about the Savior's earthly ministry. With one missionary taking the role of _____ Shimai and the other the missionary, have them teach, testify, invite, and promise blessings.

**3. Re-practice:** Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

_____ Kyōdai is an investigator who is very interested in the pre-mortal life. In particular, he is confused about how we existed there, whether or not we had bodies, where we lived before that, and other such questions. Tell him about our life before we came to this earth, how we existed as spirits before we received bodies and anything else you think he may need to know.

# Need - Hitsuyō

| **Keiji o ukeru** | **tame ni** | **shiritai to nozomu** | **hitsuyō** | **ga** | **arimasu** |
|---|---|---|---|---|---|
| *Receive revelation* | *in order to* | *desire to know* | *need* | *(subj.)* | *have* |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Hai,** | **Keiji o ukeru** | **tame ni** | **shiritai to nozomu**(PF) | **hitsuyō** | **ga** | **arimasu** / *have* | **arimasen** / *do not have* | **ka** |
| *Yes,* | *Receive revelation* | *in order to* | *desire to know* | *need* | *(subj.)* | **arimashita** / *had* | **arimasen deshita** / *did not have* | *(?)* |
| **lie,** | **Shinri o shiru** | **niwa** | **shitsumon o tazuneru** | | | | | |
| *No,* | *Know the truth* | *in order to* | *ask questions* | | | | | |
| | **Seirei o ninshiki suru** | | **shinken ni kiku** | | | | | |
| | *Recognize the Holy Ghost* | | *intently listen* | | | | | |
| | **Aganai no chikara o ukeru** | | **Iesu Kirisuto o shinjiru** | | | | | |
| | *Receive the power of the Atonement* | | *believe in Jesus Christ* | | | | | |
| | **Mikokoro ni shitagau** | | **subete o shiru** | | | | | |
| | *Follow God's will* | | *know everything* | | | | | |
| | **Baputesuma o ukeru** | | **kanzen ni rikai suru** | | | | | |
| | *Receive baptism* | | *understand perfectly* | | | | | |
| | **Kiseki o keiken suru** | | **nani o suru** | | | | | |
| | *Experience a miracle* | | *to do what* | | | | | |
| | **Shinkō o hagukumu** | | | | | | | |
| | *Develop faith* | | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **(donna) tasuke** | **ga** | **hitsuyō** | **desu** / *is / am / are* | **dewa/ja arimasen** / *is not / am not / are not* | **ka** |
| *(what kind of) help* | *(subj)* | *need* | **deshita** / *was / were* | **dewa/ja arimasen deshita** / *was not / were not* | *(?)* |
| **doryoku** | | | | | |
| *effort* | | | | | |
| **nani** | | | | | |
| *what* | | | | | |

**Keiji o ukeru tame ni, shiritai to nozomu hitsuyō ga arimasu ka?**
*In order to receive revelation, do I need to desire to know?*
**Hai, (keiji o ukeru tame ni,) shiritai to nozomu hitsuyō ga arimasu.**
*Yes, in order to receive revelation you need to desire to know.*

**Aganai no chikara o ukeru niwa, doryoku ga hitsuyō deshita ka?**
*Was effort needed to receive the power of the Atonement?*
**Hai, (aganai no chikara o ukeru niwa,) doryoku ga hitsuyō deshita.**
*Yes, effort was needed to receive the power of the Atonement.*

**Similar to tame ni (in order to)*



Function: Asking about and expressing desire, need, preference, ability, intention or
Context: Helping someone develop faith to receive revelation

## Scenario

_____ Kyōdai is struggling to understand the concept of faith. He doesn't know if he can fully believe in Jesus Christ or be baptized until he has studied more. He wants to gain more knowledge and understanding, but he doesn't know how to gain spiritual knowledge. Help him understand what he needs to develop faith and gain a testimony of Jesus Christ.

1. Preparation: Give the missionaries a couple of minutes to discuss how they will use the grammar pattern as they speak with _____ Kyōdai.

2. Practice: Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries help _____ Kyōdai understand faith. With one missionary taking the role of _____ Kyōdai and the other the missionary, have them teach, testify, invite, and promise blessings.

3. Re-practice: Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

_____ Shimai is an investigator who enjoys meeting with missionaries but hasn't been progressing. When you ask her if she has received revelation from God or felt the Spirit, she says she has read and prayed but hasn't received an answer. Help her understand how she needs to exercise real faith in order to receive an answer and progress.

# If - ba

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Morumon Sho**<br>*Book of Mormon* | **o**<br>*(obj.)* | **yomeba**<br>*if read* | **kotae o uke**<br>*answer* | **masu**<br>*will* | |
| **Hai,**<br>*Yes,*<br>**lie,**<br>*No,* | **Morumon Sho**<br>*Book of Mormon*<br>**Kamisama**<br>*God*<br>**Seisho**<br>*Bible*<br>**Chie no Kotoba**<br>*Word of Wisdom*<br>**Imashime**<br>*Commandments*<br>**Yogensha**<br>*Prophet*<br>**Seirei**<br>*The Holy Ghost* | **o**<br>*(obj.)*<br>**ni tsuite**<br>*about*<br>**ni**<br>*to* | **yomeba**(BIV+ba)<br>*if read*<br>**yomanakereba**(BI+nakereba)<br>*if do not read*<br>**kangaereba**<br>*if think*<br>**kangaenakereba**<br>*if do not think*<br>**inoreba**<br>*if pray*<br>**inoranakereba**<br>*if do not pray*<br>**benkyō sureba**<br>*if study*<br>**benkyō shinakereba**<br>*if do not study*<br>**mamoreba**<br>*if keep*<br>**mamoranakereba**<br>*if do not keep* | **kotae o uke**(BII)<br>*receive an answer*<br>**Seirei o kanji**<br>*feel The Holy Ghost*<br>**ai o kanji**<br>*feel love*<br>**nagusame o uke**<br>*receive comfort*<br>**tasuke o uke**<br>*receive help*<br>**akashi o tsuyome**<br>*strengthen testimony*<br>**shinri o manabi**<br>*learn truth*<br>**shiawase o keiken shi**<br>*experience happiness*<br>**Iesu Kirisuto ni tsuite manabi**<br>*learn about Jesus Christ*<br>**dō kanji**<br>*how do you feel*<br>**shinkō wa dō nari**<br>*what will happen to your faith* | **masu**<br>*will*<br>**masen**<br>*will not* | **ka**<br>*(?)* |

**Morumon Sho o yomeba seirei o kanjimasu ka?**
*If I read the Book of Mormon will I feel the spirit?*
**Hai, Morumon Sho o yomeba seirei o kanjimasu.**
*Yes, if you read the Book of Mormon you will feel the spirit.*

**Imashime o mamoranakereba shiawase o keiken shimasu ka?**
*If you do not keep the commandments what do you think you will feel?*
**lie, imashime o mamoranakereba shiawase o keiken shimasen.**
*If you do not keep the commandments I think you will feel guilt.*



Function: Asking and answering questions of cause and effect
Context: Promising blessings

## Scenario

_____ Kyōdai is an investigator who is very interested in religious discussions, but struggles to gain real faith. You ask him if he really wants to gain a testimony and he answers that he does but he does not know how. Tell _____ Kyōdai what he should do to obtain and strengthen his testimony.

**1. Preparation:** Give the missionaries a couple of minutes to discuss how they will use the grammar pattern as they speak with _____ Kyōdai.

**2. Practice:** Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries teach _____ Kyōdai about the importance of the commandments. With one missionary taking the role of _____ Kyōdai and the other the missionary, have them teach, testify, invite, and promise blessings.

**3. Re-practice:** Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

_____ Kyōdai is an investigator who believes in the Plan of Salvation and now wants to know what he should do to qualify to enter the Celestial kingdom. Explain to him that if he follows the Gospel of Christ he will develop faith, a desire to repent, and a commitment to be baptized. Tell him that if he does these things and endures to the end he will be able to enter the Celestial kingdom.

# Want someone to verb Bte hoshii / Bte itadakitai

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Kamisama**<br>*God* | **ga**<br>*(subj.)* | **watashitachi**<br>*us* | **ni** | **Iesu Kirisuto ni shitagatte**<br>*follow Jesus Christ* | **hoshii**<br>*wants* | **to shitte imasu**<br>*know* | |
| **Hai,**<br>*yes,*<br>**Iie,**<br>*No,* | **Kamisama**<br>*God*<br>**Iesu Kirisuto**<br>*Jesus Christ*<br>**Watashitachi**<br>*we*<br>**Yogensha**<br>*Prophets*<br>**Kyōkaiin**<br>*Church members*<br>**Bishoppu**<br>*Bishop* | **ga**<br>*(subj.)* | **watashitachi**<br>*us*<br>**_____ Kyōdai**<br>*Brother_____*<br>**_____ Shimai**<br>*Sister _____*<br>**minasan**<br>*everyone* | **ni** | **Iesu Kirisuto ni shitagatte**<br>*follow Jesus Christ*<br>**shiawase ni natte**<br>*to become happy*<br>**imashime o mamotte**<br>*keep the commandments*<br>**mimoto ni modotte**<br>*return to his presence*<br>**itsudemo shitsumon shite**<br>*ask questions anytime*<br>**Kami no ai o kanjite**<br>*feel God's love*<br>**fukuin o rikai shite**<br>*to understand the gospel*<br>**jibun jishin de shinri o manande**<br>*learn truth for yourself*<br>**nani o shite**<br>*what to do* | **hoshii***<br>*wants*<br>**moraitai****<br>*wants*<br>**itadakitai*****<br>*would like* | **to shitte imasu**<br>*know*<br>**to omoimasu**<br>*I think*<br>**desu**<br>*polite ending* | **ka**<br>*(?)* |

**Kamisama wa watashitachi ni nani o shite hoshii desu ka?**

*What does God want us to do?*

**Kamisama wa watashitachi ni Iesu Kirisuto ni shitagatte hoshii desu.**

*God wants us to follow Jesus Christ*

**Kamisama wa watashitachi ni shiawase ni natte hoshii desu.**

*God wants us to be happy.*

**Senkyōshi wa watashi ni shitsumon shite hoshii desu ka?**

*Do you (the missionaries) want me to ask questions?*

**Hai, (watashitachi wa __kyōdai/shimai ni) itsudemo shitsumon shite itadakitai desu.**

*Yes, we want you ask questions anytime.*

**Watashitachi wa ___Kyōdai/ Shimai ni jibun jishin de shinri o manande itadakitai desu.**

*We want you to learn truth for yourself.*

**Hoshii should only be used when a person of higher status wants a person of lower status to do something.*
***Moraitai can be used when someone wants someone of relatively equal status to do something.*
****Itadakitai should be used when someone of lower status wants someone of higher status to do something.*



Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about God

## Scenario

You are teaching about God to _____ Kyōdai . As you tell him that God is a person, not nature or the universe, he is very surprised. He asks what God wants us to do if he is a person. Tell _____ Kyōdai what God wants us to do. Invite him to do it.

**1. Preparation:** Give the missionaries a couple of minutes to discuss how they will use the grammar pattern while speaking with _____ Kyōdai .

**2. Practice:** Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries teach _____ Kyōdai about God. With one missionary taking the role of _____ Kyōdai and the other the missionary, have them teach, testify, invite, and promise blessings.

**3. Re-practice:** Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

You are talking with _____ Kyōdai for the first time. He listens to your message about families and God for several minutes then interrupts to ask directly, “So what is it you want me to do? What do you want me to do because of these things?” Tell _____ Kyōdai what you want him to do.

# Would like someone to verb - Bte itadakitai

| **Morumon Sho** | **ni tsuite** | **inotte** | **itadakitai** | **to omoimamasu** |
|---|---|---|---|---|
| *The Book of Mormon* | *about* | *pray* | *want you to* | *I think* |
| **Morumon sho kara no seiku** | **o** | **inotte**(Bte) | **itadakitai** | **to omoimasu** |
| *A scripture from the Book of Mormon* | *(obj.)* | *to pray* | *want you to* | *I think* |
| **Josefu Sumisu no keiken** | **ni tsuite** | **yonde** | | **desu** |
| *Joseph Smith's experience* | *about* | *to read* | | *(polite ending)* |
| **Kaifuku sareta fukuin** | | **ukeirete** | | |
| *The restored gospel* | | *to accept* | | |
| **Kojinteki na akashi** | | **kangaete** | | |
| *A personal testizmony* | | *to think* | | |
| **Sukui no Keikaku** | | **benkyō shite** | | |
| *The plan of Salvation* | | *to study* | | |
| **Chie no Kotoba** | | **shusseki shite** | | |
| *The Word of wisdom* | | *to attend* | | |
| **Kyōkai** | | | | |
| *Church* | | | | |
| **Baputesuma kai** | | | | |
| *A baptismal service* | | | | |

**Motto**
*More*
**Konban,**
*Tonight*
**Konshū,**
*This week*

**ga**
*so...*

---

**Bte itadakemasu ka?**
*will you verb?*

**Hai,** **BII masu**
*Yes,* *I will verb*
**Iie,** **BII masen**
*No,* *I will not verb*

---

**Konban, Morumon Sho kara no seiku o yonde itadakitai desu ga...**
*We would like you to read a scripture from the Book of Mormon tonight, so...*
**Yonde itadakemasu ka?**
*Will you read (a scripture from the Book of Mormon)?*
**Hai, yomimasu.**
*Yes, I will read.*

**Konshū, kyōkai o shusseki shite itadakitai to omoimasu ga...**
*We are thinking we would like you to attend church this week, so...*
**Shusseki shite itadakemasu ka?**
*Will you attend (church this week)?*
**Iie, shusseki shimasen.**
*No, I won't attend.*



Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: We invite, They Commit, We Follow Up; Inviting someone to keep a commitment

## Scenario

You are teaching a lesson from PMG chapter 3 and the spirit prompts you to invite your investigator to do something. Practice using the grammar Bte itadakitai and the vocabulary from this page or any other vocabulary you know to first tell the investigator what you would like them to do, invite them to do it, and listen for their response.

**1. Preparation:** Give the missionaries a couple of minutes to discuss how they will use the grammar pattern and what they want to say.

**2. Practice:** In groups of two, with one missionary acting as the investigator, and the other acting as the missionary, go through the process of stating what you would like the investigator to do, asking them to do it, and then have the investigator respond eithe positively or negatively. Based on the response, teach, testify, and invite again until your investigator will commit to some type of action.

**3. Re-practice:** Have the missionaries switch roles and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

_____ Shimai is a single mother working at a call center. She has a four-year-old son and works full-time to provide for her family. Teach _____ Shimai san about the sabbath day and the importance of attending church. Express that you would love for _____ Shimai san to attend church this week with you, and invite her to come. Practice responding to a negative response such as, “I can’t attend church. I have work,” or, “I won’t attend because that is the only day I have to spend with my son.” Resolve any concerns that _____ Shimai might have and set a goal with her so that she can attend church.

**Node and kara both mean because. They are very similar, so in some cases either can be used. One way to distinguish them is that "node" is used for more factual statements while "kara" is used to express personal opinion. For example, "God gives us commandments because He wants to bless us" would be "node" because it's a general statement of fact. "I keep the commandments because I want to strengthen my family" is much more of a statement of personal opinion and is therefore expressed with "kara."**

**Jesus Christ is our Savior because He performed the Atonement.**
**God loves us because He is our Heavenly Father.**
**I know that the church is true because I read the Book of Mormon.**
**I know that Jesus Christ is the Savior because I prayed.**
**Jesus Christ performed the Atonement because He loves everyone.**
**I want to share the gospel because I know it's true.**
**God gives us commandments because He loves us.**
**I want to follow Jesus Christ because I know I will receive blessings.**
**This church is special because we have the priesthood.**
**Joseph Smith prayed because he wanted to know the truth.**
**I think the Book of Mormon is important because it brings the Spirit.**
**I think that the gospel will bless your family because it blessed my family.**
**I believe that God is my Heavenly Father because I feel his love.**
**The Book of Mormon is important because it testifies of Christ.**
**Prophets teach the gospel because they want to help us.**
**I like Nephi because he exercised faith.**
**Prayer is important because it brings the Spirit.**

# Because - PF node/kara

| | **Iesu Kirisuto** | **wa** | **minasan o ai shite iru** | **no de** | **Aganai o okonai** | **mashita** |
|---|---|---|---|---|---|---|
| | *Jesus Christ* | *(top.)* | *loves everyone* | *because* | *perform the Atonement* | *did* |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Hai,** | **Iesu Kirisuto** | **wa** | **minasan o ai shite iru** (PF)* | **no de** | **Aganai o okonai** (BII) | **masu** / *will/does* | **masen** / *will/does not* | **ka** *(?)* |
| *Yes* | *Jesus Christ* | *(top.)* | *loves everyone* | *because* | *perform the Atonement* | | | |
| **Iie,** | **Kamisama** | **ga** | **watashitachi o tasuketai** | | **kiseki o okonai** | **mashita** / *did* | **masen deshita** / *did not* | |
| *No,* | *God* | *(subj.)* | *want to help us* | | *perform miracles* | | | |
| | **Senkyōshi** | | **kazoku o tsuyometai** | **kara** | **kinben ni hataraki** | | | |
| | *Missionaries* | | *want to strengthen family* | *because* | *work diligently* | | | |
| | **Hitobito** | | **kanzen (na/da**) (ja nai)** | | **tsumi o okashi** | | | |
| | *people* | | *(is) (not) perfect* | | *commit sin* | | | |
| | **Watashi** | | **subete wakaranai** | | **shinkō o hatarakase** | | | |
| | *I* | | *don't/doesn't understand all things* | | *exercise faith* | | | |
| | **Kyōkaiin** | | **Iesu Kirisuto ni shitagaitai** | | **imashime o mamori** | | | |
| | *Church members* | | *want to follow Jesus Christ* | | *keep commandments* | | | |
| | **Tomodachi** | | **fukuin ni tsuite shitte iru / (shiranai)** | | **shukufuku o uke** | | | |
| | *friends* | | *(don't) know about the gospel* | | *receive blessings* | | | |
| | **Niifai** | | **shinkō ga aru / (atta)** | | **keiji o uke** | | | |
| | *Nephi* | | *has (had) faith* | | *receive revelation* | | | |
| | | | | **Naze** | | | | |
| | | | | *why* | | | | |
| | | | | **Dō shite** | | | | |
| | | | | *why / how come* | | | | |

**Naze Iesu Kirisuto wa aganai o okonaimashita ka?**

*Why did Jesus Christ perform the Atonement?*

**Iesu Kirisuto wa minasan o ai shite iru no de aganai o okonaimashita.**

*Because Jesus Christ loves everyone, He performed the Atonement.*

**Dō shite imashime o mamorimasu ka?**

*Why do you keep the commandments?*

**Kazoku o tsuyometai kara desu (imashime o mamorimasu***).**

*(I keep the commandments) Because I want to strengthen my family.*

**PF refers to the plain form of all verbs and adjectives, including the BII+tai form.*
***When using kara, da is used. When using node, na is used.*
****Either finish the sentence with desu or the phrase in parentheses, but not both.*



Function: Asking and answering questions of cause and effect
Context: Testifying about blessings

## Scenario

_____ Kyōdai is an investigator you've been teaching for a few weeks. He is feeling overwhelmed by guilt and pressure as he hasn't been able to keep the commitments he's been given. He thinks that since he can't keep them perfectly, that he's not good enough, and that maybe this way of life just isn't meant for him. Help him understand the why behind commitments.

**1. Preparation:** Give the missionaries a couple of minutes to discuss how they will use the grammar pattern as they speak with _____ Kyōdai.

**2. Practice:** Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries teach _____ Kyōdai about the blessings we can receive from living the Word of Wisdom. With one missionary taking the role of Sakamoto san and the other the missionary, have them teach, testify, invite, and promise blessings.

**3. Re-practice:** Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

While you are walking on the street you meet _____ Kyōdai. You introduce yourself as missionaries and begin talking with her about your purpose and the message of the Restoration. _____ Kyōdai interrupts and asks how anyone could possibly know that the things you are saying are true. Tell _____ Kyōdai. san how you know the message of the Restoration is true.

There are many ways to express “if” in Japanese. Three of those ways will be covered in this book. They are all very similar in meaning. This practice if to help you figure out when to use the first two that you will learn: “ba” and “nara.” After reading through the explanations below go through each sentence and decide which “if” fits best with what is being said. Keep in mind that in some cases either form of the word will work.

**BIV Ba - Very similar to the English use of ‘if.’ The “ba” form is used for generic “if” sentences.**

**PF Nara - The hypothetical ‘if.’ Something is assumed to be true and the speaker often follows the statement with an expression of choice (volition). For example, “if X is true then I will Y.”**

-If you come to know these things are true will you, will you be baptized?
-If you read the Book of Mormon, you will receive an answer.
-What would you think if the church is true?
-If I pray to God will I receive an answer?
-What will happen to my faith if I do not keep the commandments?
-If you follow the prophets you will be happy.
-If you feel this is true, please come to church.
-If you study the Bible you will learn about Jesus Christ.
-If the Book of Mormon is true, then Joseph Smith was a prophet.
-If you follow God’s commandments, you can return to his presence.
-If you pay tithing, you will strengthen your testimony.
-If you come to Sacrament meeting, you will be blessed.
-If you pray, I know you too can know that God lives.
-If that is what you want, will you be baptized?
-If you ask, you will receive.

# If - nara

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Morumon Sho** | **o** | **yomu** | **nara** | **kotae** | **o** | **ukemasu** | | |
| | *Book of Mormon* | *(subj.)* | *read* | *if* | *answer* | *(subj.)* | *receive* | | |
| **Hai,** | **Morumon Sho** | **o** | **yomu**(BIII) | | **henji** | **o** | **uke** | **masu** | **ka** |
| *Yes,* | *Book of Mormon* | *(obj.)* | **yomanai**(BI+nai) | | *answer / reply* | *(obj.)* | *receive* | *will* | *(?)* |
| **Iie,** | **Kamisama** | **ni** | *to read* | | **Seirei** | **ni tsuite** | **kanji** | **masen** | |
| *No,* | *God* | *to* | **inoru** | | *The Holy Ghost* | *about* | *will feel* | *will not* | |
| | **Seisho** | **ni tsuite** | **inoranai** | | **ai** | **ga** | **manabi** | | |
| | *Bible* | *about* | *to pray* | | *love* | *(subj.)* | *will learn* | | |
| | **Chie no Kotoba** | | **mamoru** | | **nagusame** | | | | |
| | *Word of Wisdom* | | **mamoranai** | | *comfort* | | | | |
| | **Kyōkai** | | *to keep* | **nara** | **shukufuku** | | | | |
| | *Church* | | **shitagau** | *if* | *blessings* | | | | |
| | **Yogensha** | | **shitagawanai** | | **akashi** | | | | |
| | *Prophet* | | *to follow* | | *testimony* | | | | |
| | **Seisankai** | | | | | | | | |
| | *Sacrament Meeting* | | | | **dō omoimasu ka?** | | | | |
| | **Iesu Kirisuto** | **ga** | **shinjitsu** | | *what do you think?* | | | | |
| | *Jesus Christ* | *(subj.)* | *true* | | **dō kanjimasu ka?** | | | | |
| | **Josefu Sumisu** | | **yogensha** | | *how do you feel?* | | | | |
| | *Joseph Smith* | | *prophet* | | **ii to omoimasu ka?** | | | | |
| | | | **Sukuinushi** | | *do you think it would be good?* | | | | |
| | | | *Savior* | | *kono* | | | | |
| | | | **hontō** | | **kono messēji wa taisetsu da to omoimasu** | | | | |
| | | | *real* | | *I think that this message is important.* | | | | |

**Kyōkai ga shinjitsu nara dō omoimasu ka?**
*What would you think if the church is true?*
**Kyōkai ga shinjitsu nara kono messēji wa taisetsu da to omoimasu.**
*If the Church is true then I think that this message is important.*

**Kamisama ni inoru nara henji o ukemasu ka?**
*If I pray to God, will I receive an answer?*
**Hai, Kamisama ni inoru nara henji o ukemasu.**
*Yes, if you pray to God, you will receive an answer.*

**The plain past forms of verbs may also be coupled with "nara" to express if then statements.*
***The plain form "desu" and adjective boxes may also be used followed by "nara" to express if/then statements.*



Function: Asking and answering questions of cause and effect
Context: Help investigators see how they can apply the Gospel to their lives

## Scenario

You met _____ Kyōdai while housing one week ago, you shared a simple message with him and made a return appointment. When you sit down with him for your first lesson he seems skeptic and asks a few times how it is that you can "know" that what you're teaching is true. Testify to _____ Kyodai of how you know the Gospel is true and how one can gain their own knowledge of the truth.

**1. Preparation:** Give the missionaries a couple of minutes to discuss how they will use the grammar pattern as they speak with _____ Kyōdai.

**2. Practice:** Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries teach _____ Kyōdai about the principles of learning of the truth of the Gospel. With one missionary taking the role of _____ Kyōdai and the other the missionary, have them teach, testify, invite, and promise blessings.

**3. Re-practice:** Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

_____ Shimai is an investigator who loves hearing the message from the missionaries but says that she deosn't exactly understand why she needs to do all the things they ask her to do. Help her see the blessing she can receive from personally applying the Gospel as opposed to only relying on the testimonies of others.

Knowing the passive voice in Japanese will allow you to better help the people you teach understand the important doctrines taught in PMG Chapter 3. The following box includes examples of both active and passive sentences in English.

| Active | Passive |
|---|---|
| Wicked people killed Jesus Christ. | Jesus Christ was killed by wicked people. |
| The Spirit taught me. | I was taught by the Spirit. |
| Heavenly Father loves you. | You are loved by Heavenly Father. |
| Prayer strengthened my faith. | My faith was strengthened by prayer. |

Identify which sentences are active and which are passive.

## Which is which?

Jesus Christ was sent to the earth.
Our sins are forgiven by God.
The Atonement was performed by Jesus Christ.
Joseph Smith restored the church.
God forgives our sins.
Jesus Christ performed the Atonement.
Heavenly Father sent Jesus Christ to the earth.
Joseph Smith translated the Book of Mormon.
The church was restored by Joseph Smith.
I was cleansed through the Atonement.
He read seven chapters of the Book of Mormon.
The Spirit was felt by all.
The Book of Mormon was translated.

Try to make these active sentences passive.

## Active to Passive

The Gospel blesses families.
Prophets teach truth.
We felt the Spirit.
Wicked people rejected Jesus Christ.
Ancient prophets wrote the Book of Mormon.
Mormon preserved the Nephite record.
The Apostles followed Jesus Christ.
John the Baptist restored the Aaronic Priesthood.
The Spirit led me to the truth.
Everyone can use the Atonement.
God supported me in my trials.
We recommend reading the Book of Mormon.
The Lord gives us strength.

# Passives

| Inori | wa | Seirei | ni yotte | kotaerare | masu |
|---|---|---|---|---|---|
| *prayer* | *(top.)* | *Holy Ghost* | *through* | *answered* | *is* |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Hai,** | **Inori** | **wa** | **Seirei** | **ni yotte** | **kotaerare**(BI+rare) | *Polite Form* **masu** | **masen** | **ka** |
| *yes,* | *prayer* | *(top.)* | *Holy Ghost* | *through* | *answered* | *is/are* | *is not/are not* | *(?)* |
| **lie** | **Tsumi** | | **Iesu Kirisuto** | **ni** | **kiyomerare** | **mashita** | **masen deshita** | |
| *no,* | *Sins* | | *Jesus Christ* | *by* | *cleansed* | *was/were* | *was not/were not* | |
| | **Hitobito** | | **Kamisama** | | | | | |
| | *people* | | *God* | | | | | |
| | **Fukuin** | | **ja'aku na hitobito** | | **yurusare**(BI+re) | *Plain Form* **ru** | **nai** | **to shitte imasu** |
| | *Gospel* | | *wicked people* | | *forgiven* | *is/are* | *is not/are not* | *know* |
| | **Shinken** | | **Josefu Sumisu** | | **kobamare** | **ta** | **nakatta** | **to omoimasu** |
| | *Priesthood* | | *Joseph Smith* | | *rejected* | *was/were* | *was not/were not* | *think* |
| | **Morumon Sho** | | | | | | | **to shinjite imasu** |
| | *Book of Mormon* | | | | | | | *believe* |
| | | | | | **kaifuku sare*** | | | **to yakusoku shimasu** |
| | | | | | *restored* | | | *promise* |
| | | | | | **hon'yaku sare** | | | |
| | | | | | *translated* | | | |

**Fukuin wa Josefu Sumisu ni kaifuku saremashita ka?**
*Was the gospel restored by Joseph Smith?*
**Hai, fukuin wa Josefu Sumisu ni kaifuku saremashita.**
*Yes, the gospel was restored by Joseph Smith.*

**Iesu Kirisuto wa Kamisama ni kobamaremashita ka?**
*Was Jesus Christ rejected by God?*
**Iie, Iesu Kirisuto wa Kamisama ni kobamaremasen deshita.**
*No, Jesus Christ was not rejected by God.*

**The word "suru" has irregular conjugations, the passive form of "suru" is "sare."*



Function: Narrating experiences and telling stories
Context: Teaching the Message of the Restoration

## Scenario

You meet _____ Kyōdai on a train you are riding to get to a teaching appointment. _____ Kyōdai notices that you are missionaries and says that he has seen you before and always wondered what it is you do. You explain your purpose and he expresses interest in your message. Share a brief message of the Restoration with _____ Kyōdai and tell him that you know it is true.

**1. Preparation:** Give the missionaries a couple of minutes to discuss how they will use the grammar pattern as they speak with _____ Kyōdai .

**2. Practice:** Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries teach _____ Kyōdai about the Restoration. With one missionary taking the role of _____ Kyōdai and the other the missionary, have them teach, testify, invite, and promise blessings.

**3. Re-practice:** Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

_____ Shimai is an investigator you began teaching after you met her at the weekly English class. You talk with her a little about the Plan of Salvation, explaining that it answers where we came from, why we're here, and where we're going. _____ Shimai tells you that she has always wondered about whether or not there was life before this. While using the passive grammar principle, teach her about the pre-mortal life and how we were sent to earth.

# Must verb - BI nai to ikemasen

| **Kamisama no mimoto ni kaeru** | **tame ni** | **Imashime** | **o** | **mamora** | **nai to ikemasen.** |
|---|---|---|---|---|---|
| *Return to God's presence* | *in order to* | *Commandments* | *(obj.)* | *keep* | *must* |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Hai,** | **Kamisama no mimoto ni kaeru**(PF) | **tame ni** | **imashime** | **o** | **mamora**(BI) | **nai to ikemasen** | **ka** |
| *Yes,* | *Return to God's presence* | *in order to* | *Commandments* | *(obj.)* | *keep* | *must* | *(?)* |
| **Iie,** | **Morumon Sho ga shinjitsu ka dō ka shiru** | | **Morumon Sho** | **ni** | **inora** | | |
| *No,* | *Know whether or not The Book of Mormon is true* | | *Book of Mormon* | *to* | *pray* | | |
| | **Imashime ga taisetsu ka dō ka shiru** | | **kamisama** | **ni tsuite** | **yoma** | | |
| | *Know whether or not the commandments are important* | | *God* | *about* | *read* | | |
| | **Kamisama ga iru ka dō ka shiru** | | **kyōkai** | | **ika** | | |
| | *Know whether or not God exists* | | *Church* | | *go* | | |
| | **Baputesuma no junbi o suru** | | **yogensha** | | **shitagawa** | | |
| | *Prepare for baptism* | | *Prophet* | | *follow* | | |
| | **Seirei o kanjiru** | | **nani** | | **tazune** | | |
| | *Feel the Spirit* | | *What* | | *ask* | | |
| | **Kotae o ukeru** | | | | **benkyō shi** | | |
| | *Receive an answer* | | | | *study* | | |
| | **Keiji o ukeru** | | | | **shi** | | |
| | *Receive revelation* | | | | *do* | | |
| | **Shukufuku o ukeru** | | | | | | |
| | *Receive blessings* | | | | | | |
| | - - -

## Scenario

You are meeting with _____ Kyōdai for the first time. The teaching record says that he has been listening to the lessons for a little while, but he claims the he cannot feel the Spirit and that he has received no blessings from God. You also notice he has not kept any of the commitments the missionaries have extended. Explain to _____ Kyōdai what we must do to feel the Spirit and receive blessings.

**1. Preparation:** Give the missionaries a couple of minutes to discuss how they will use the grammar pattern while speaking with _____ Kyōdai.

**2. Practice:** Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries teach Tanaka san about the Gospel of Jesus Christ. With one missionary taking the role of _____ Kyōdai and the other the missionary, have them teach, testify, invite, and promise blessings.

**3. Re-practice:** Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

_____ Shimai is an investigator who has expressed great anxiety over what happens to the soul after death. She is very scared that she may not be able to go to heaven because she did not fulfill one of God's commandments that she did not know about. Tell her what we must do to return to live with God.

# Potential Form

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Watashitachi** | **wa** | **Seirei** | **o** | **kanjirareru** | | | **to shitte imasu** | |
| | *We* | *(top.)* | *The Holy Ghost* | *(obj.)* | *can feel* | | | *know* | |
| **Hai,** | **Watashitachi** | **wa** | **Seirei** | **o** | ***kanjirare**(BI+rareru) | **ru** | **nai** | **to shitte imasu** | **ka** |
| *Yes,* | *We* | *(top.)* | *The Holy Ghost* | *(obj.)* | *can feel* | *is/are* | *is not/are not* | *know* | *(?)* |
| **Iie,** | **_____kyōdai** | | **shukufuku** | **ga** | **ukerare** | **ta** | **nakatta** | **to akashi shimasu** | |
| *No,* | *Brother_____* | | *blessings* | *(subj.)* | *can receive* | *was/were* | *was not/were not* | *testify* | |
| | **_____shimai** | | **heian** | **ni** | ****yome**(BIV) | | | **to yakusoku shimasu** | |
| | *Sister_____* | | *peace* | *to* | *can read* | | | *promise* | |
| | | | **Kamisama no ai** | | **inore** | | | **to omoimasu** | |
| | | | *God's love* | | *can pray* | | | *think* | |
| | **Konshū** | | **tasuke** | | **ike** | | | | |
| | *This week* | | *help* | | *can go* | | | | |
| | **Mainichi** | | **kyōkai** | | **mamore** | **masu** | **masen** | | |
| | *Every day* | | *church* | | *can obey* | *is/are* | *is not/are not* | | |
| | **Maishū** | | **Morumon Sho** | | ***deki** | **mashita** | **masen deshita** | | |
| | *Every week* | | *The Book of Mormon* | | *can do* | *was/were* | *was not/were not* | | |
| | **Itsumo** | | **imashime** | | ***kore** | | | | |
| | *Always* | | *commandments* | | *can come* | | | | |

**Maishū, kyōkai ni ikeru to omoimasu ka?**
*Do you think you can go to church every week?*
**Hai, maishū kyōkai ni ikeru to omoimasu.**
*Yes, I think I can go to church every week.*

**Mainichi, Kamisama no ai o kanjiraremasu ka?**
*Can we feel God's love every day?*
**Hai, mainichi Kamisama no ai o kanjirareru to shitte imasu.**
*Yes, I know we can feel God's love every day.*

**For Ichidan verbs the potential form conjugation is BI+rareru.*
***For Godan verbs the potential form conjugation is BIV.*
**** Both "do" and "come" have these special conjugations for the potential form.*



Function: Asking about and describing actions and events
Context: Asking questions and promising blessings

## Scenario

_____Kyōdai has met with the missionaries five times and has a desire to be baptized but says that he is afraid he will not be able to keep all of the commandments. Testify to _____Kyōdai to help him see that he can do all the things that God is asking him to do.

1. Preparation: Give the missionaries a couple of minutes to discuss how they will use the grammar pattern as they speak with _____Kyōdai.

2. Practice: Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries help _____Kyōdai gain faith in his ability to follow Jesus Christ. With one missionary taking the role of _____Kyōdai and the other the missionary, have them teach, testify, invite, and promise blessings.

3. Re-practice: Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

_____Shimai is a college student who was baptized just one month ago. She is worried that with her schoolwork getting more and more difficult she will not be able to keep all the promises she made at baptism. Testify to _____Shimai and help her gain faith in her own ability to keep her baptismal covenants.

Now that you understand the “ba” and “nara” forms of “if” we will introduce one more. Take note of the differences between all three, but also remember that like the first two there are phrases that could potentially be expressed using any of these forms. Again, read the sentences below and assign the most appropriate form to each.

**BIV Ba - Very similar to the English use of ‘if.’ The “ba” form is used for generic “if” sentences.**

**PF Nara - The hypothetical ‘if.’ Something is assumed to be true and the speaker often follows the statement with an expression of choice (volition). For example, “if X is true then I will Y.”**

**Bta ra - An ‘if’ statement with a very strong time relation. The statements must occur in order. Bta ra means “if/when X is/was done, then Y will/did occur.”**

-If you come to church you will be able to feel the Spirit.
-If you feel the spirit, you will want to be baptized.
-If you come to know these things are true, will you follow the example of Jesus Christ?
-If you follow the prophet you will be blessed.
-What would you think if Jesus Christ really is the son of God?
-If you pray to know that the Book of Mormon is true, you will receive an answer.
-If you follow the commandments, you will feel God’s love.
-What would it mean to you if you could know these things for yourself?
-If you ask God, he will answer.
-If you receive an answer, will you be baptized?
-If Joseph Smith was a prophet, then this church is true.
-If you pay tithing, your testimony will be strengthened.
-If you try to keep the commandments, Heavenly Father will help you.
-If you keep this commitment, you will become a better person.

# If - Bta+ra

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Morumon Sho**<br>*Book of Mormon* | **o**<br>*(obj.)* | **yondara**<br>*if read* | **kotae**<br>*answer* | **o**<br>*(obj.)* | **uke**<br>*receive* | **masu**<br>*will* | |
| **Hai,**<br>*Yes,*<br>**lie,**<br>*No,* | **Morumon Sho**<br>*Book of Mormon*<br>**Kamisama**<br>*God*<br>**Iesu Kirisuto**<br>*Jesus Christ*<br>**Seisho**<br>*The Bible*<br>**Chie no Kotoba**<br>*Word of Wisdom*<br>**Kyōkai**<br>*Church*<br>**Yogensha**<br>*Prophet*<br>**Imashime**<br>*Commandment*<br>**Ketsui**<br>*Commitment* | **o**<br>*(obj.)*<br>**ni**<br>*to* | **yondara**(Bta+ra)<br>*if read*<br>**yomanakattara**(BI+nakattara)<br>*if not read*<br>**ittara**<br>*if go*<br>**ikanakattara**<br>*if not go*<br>**mamottara**<br>*if keep*<br>**mamoranakattara**<br>*if do not keep*<br>**shitagattara**<br>*if follow*<br>**shitagawanakattara**<br>*if not follow*<br>**inottara**<br>*if pray*<br>**inoranakattara**<br>*if not pray* | **kotae**<br>*answer*<br>**Seirei**<br>*The Spirit*<br>**ai**<br>*love*<br>**nagusame**<br>*comfort*<br>**tasuke**<br>*help*<br>**shiawase**<br>*happiness*<br>**yori yoi hito**<br>*a better person*<br>**dō**<br>*how*<br>**nani**<br>*what* | **o**<br>*(obj.)*<br>**ni**<br>*to* | **uke**(BII)<br>*receive*<br>**oshie**<br>*teach*<br>**kanji**<br>*will feel*<br>**morai**<br>*receive*<br>**manabi**<br>*learn*<br>**nari**<br>*become*<br>**keiken shi**<br>*experience* | **masu**<br>*will*<br>**masen**<br>*will not* | **ka**<br>*(?)* |

**Kamisama ni inottara nani o kanjimasu ka?**
*If I pray to God what will I feel?*
**Kamisama ni inottara Seirei o kanjimasu.**
*If you pray to God you will feel the Holy Ghost*

**Morumon Sho o yomanakattara kotae o ukemasu ka?**
*Will I receive an answer if I don't read the Book of Mormon*
**Iie, Morumon Sho o yomanakattara kotae o ukemasen.**
*No, if you don't read the Book of Mormon you will not receive an answer.*



Function: Asking and answering questions of cause and effect
Context: Promising blessings

## Scenario

_____ Shimai is an investigator that you have been teaching for over a month now. She enjoys meeting with the missionaries and even going to church occasionaly but says that she is struggling to find out for herself if the things she is learning are true. Help her see how through keeping the commitments that the missionaries leave with her she can experience the blessings of the Gospel for herself.

**1. Preparation:** Give the missionaries a couple of minutes to discuss how they will use the grammar pattern as they speak with _____ Shimai.

**2. Practice:** Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries teach _____ Shimai about the importance of keeping commitments. With one missionary taking the role of _____ Shimai and the other the missionary, have them teach, testify, invite, and promise blessings.

**3. Re-practice:** Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

While housing one day you run into _____ Kyōdai. He was baptized five years ago but has not been to church for a long time. He invites you in and after talking for a while he tells you about how he used to love going to church and meeting with missionaries but his life has gotten too busy to stay active. Help _____ Kyōdai see the blessings that can come back into his life through rededicating himself to the Gospel of Jesus Christ.

# PF Noun

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Yogensha** | **wa** | **keiji o ukeru** | **hito** | **desu** | |
| | *Prophet* | *(top.)* | *receive revelation* | *person* | *is* | |
| **Hai,** | **Yogensha** | **wa** | **keiji o ukeru**(PF) | **hito** | **desu** / **dewa/ja arimasen** | **ka** |
| *Yes,* | *Prophet* | *(top.)* | *receive revelation* | *person* | *is / am / are* / *is not / am not / are not* | *(?)* |
| **Iie,** | **Senkyōshi** | **towa*** | **akashi suru** | **basho** | **deshita** / **dewa/ja arimasen deshita** | |
| *No,* | *Missionary* | *as for* | *testify* | *place* | *was / were* / *was not / were not* | |
| | **Kyōkai** | | **reihai suru** | **koto** | | |
| | *Church* | | *worship* | *act* | | |
| | **Shinden** | | **seiyaku o kawasu** | | | |
| | *Temple* | | *make covenant* | | | |
| | **Katei** | | **kazoku o tsuyomeru** | | | |
| | *Home* | | *strengthen family* | | | |
| | **Keiji** | | **Kamisama no michibiki o ukeru** | | | |
| | *Revelation* | | *receive guidance from God* | | | |
| | **Haikyō** | | **Kamisama no shimobe o kobamu** | | | |
| | *Apostasy* | | *reject God's servants* | | | |
| | **Shinkō** | | **Iesu Kirisuto o shinjiru** | | | |
| | *Faith* | | *believe in Jesus Christ* | | | |
| | **Tsumi** | | **Kamisama no imashime o yaburu** | | | |
| | *Sin* | | *break God's commandments* | | | |
| | **Baputesuma** | | **Kamisama to yakusoku suru** | | | |
| | *Baptism* | | *make promises with God* | | | |
| | | | **donna / dō iu / dono yōna** | | | |
| | | | *what kind/sort* | | | |
| | | | **nan / dare** | | | |
| | | | *what / who* | | | |

**Yogensha towa keiji o ukeru hito desu ka?**

*Is a prophet a person who receives revelation?*

**Hai, (yogensha towa) keiji o ukeru hito desu.**

*Yes, a prophet is a person who receives revelation.*

**Shinkō towa nan desu ka?**

*What is faith?*

**Shinkō towa Iesu Kirisuto o shinjiru koto desu.**

*Faith is believing in Jesus Christ.*

**Definition marker*



Function: Asking about and describing objects, people, and their characteristics
Context: Defining key Gospel terms

## Scenario

You're meeting _____ Kyōdai for the first time. He has been to the United States and met members of the church before and has a lot of questions about the restored church. Answer his questions about prophets, revelation and other terms he is unfamiliar with.

1. Preparation: Give the missionaries a couple of minutes to discuss how they will use the grammar pattern as they speak with _____ Kyōdai.

2. Practice: Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries help _____ Kyōdai understand faith. With one missionary taking the role of _____Kyōdai and the other the missionary, have them teach, testify, invite, and promise blessings.

3. Re-practice: Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

_____ Shimai has a strong desire to understand your message, but sometimes she doesn't understand concepts of the gospel. Help her understand the principles of the gospel such as faith, repentance and baptism by explaining them in terms she can understand.

# Embedded Questions

| **Dō yatte** | **Mitama** | **o** | **kanjiru(PF)** | **ka** | **wakarimasu** |
|---|---|---|---|---|---|
| *How* | *The Spirit* | *(obj.)* | *feel* | *(?)* | *understand* |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Hai,** | **Dō yatte** | **Mitama** | **o** | **kanjiru(PF)** | **ka** | | **wakarimasu** | **ka** |
| *Yes,* | *How* | *The Spirit* | *(obj.)* | *feel* | *(?)* | | *understand* | *(?)* |
| **Iie,** | **Dō iu fū ni** | **shinkō** | | **yashinau** | | | **shitte imasu** | |
| *No,* | *In what kind of way* | *faith* | | *nourish* | | | *know* | |
| | **Itsu** | **baputesuma** | | **ukeru** | | | **oboete imasu** | |
| | *When* | *baptism* | | *receive* | | | *remember* | |
| | **Naze** | **tsumi** | | **kuiaratameru** | | **ni tsuite** | **oshiete mo yoroshii desu** | |
| | *Why* | *sin* | | *repent* | | *about* | *may we teach* | |
| | | **Iesu Kirisuto** | **ga** | **taisetsu** | | | **hanashimashō** | |
| | | *Jesus Christ* | *(subj.)* | *important* | | | *let's talk* | |
| | | **Seirei** | | **yoi / yokunai** | | | **kangaeta koto ga arimasu** | |
| | | *the Holy Ghost* | | *good / not good* | | | *have thought* | |
| | | **kyōkai** | | **hitsuyō** | | | | |
| | | *church* | | *necessary* | | | | |
| | | **keiji** | | **dō iu mono** | | | | |
| | | *revelation* | | *what kind of thing* | | | | |
| | | **yogensha** | | **donna hito** | | | | |
| | | *prophet* | | *what kind of person* | | | | |

**Kono messēji o rikai suru tame ni** **dō sureba ii**
*In order to understand this message* *what should (I/you) do*
**Fukuin ga wakaranai toki ni** **naze inoreba ii**
*When (I/you) don't understand the gospel* *why should (I/you) pray*

**Naze baputesuma ga taisetsu ka wakarimasu ka?**
*Do you understand why baptism is important?*
**Hai, (naze baputesuma ga taisetsu ka) wakarimasu.**
*Yes, I understand (why baptism is important).*

**Mitama wa dō iu mono ka shitte imasu ka?**
*Do you know what kind of thing the Spirit is?*
**Iie, (Mitama wa dō iu mono ka) shirimasen.**
*No, I don't know (what kind of thing the Spirit is).*



Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about the Gospel of Jesus Christ

## Scenario

Your investigator, _____ Kyōdai is scheduled to be baptized in two weeks. He says that before he has his baptismal interview with the district leader, he would like you to ask him some questions about the Gospel of Jesus Christ so he can feel more prepared. Ask _____ Kyōdai questions about the Gospel and help him see how much he does know.

1. Preparation: Give the missionaries a couple of minutes to discuss how they will use the grammar pattern as they speak with _____ Kyōdai.

2. Practice: Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries help _____ Kyōdai. With one missionary taking the role of _____Kyōdai and the other the missionary, have them teach, testify, invite, and promise blessings.

3. Re-practice: Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

## Additional Scenario(s)

_____ Shimai is an investigator you have worked with for over a month. She keeps her commitments but she is not progressing as much as you and your companion would have expected. Ask her questions to figure out why, then teach and testify to help her make the necessary decisions to continue progressing towards baptism and confirmation.

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OF LATTER-DAY SAINTS